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ABSTRACT

An investigation of junior high school counseling programs was conducted to examine existing counseling services and consider possible alternatives and future evaluation. Traditional counseling programs in four junior high schools and a differentiated-staff model in a fifth school were analyzed. Data were collected from surveys, daily work records, and case study reports of most/least successful counseling relationships. Surveys were completed by 161 teachers and teacher-advisors, 450 students, 88 parents, and 9 counselors. Counselors and teacher-advisors also contributed 116 most/least successful case studies and daily word records of 2,200 contacts. The data analysis suggested four major conclusions: (1) counseling and guidance programs were identified as very important services; (2) counselors spent most of their time working with others and meeting with students; (3) greater differences among traditional counseling programs existed than between the traditional programs and the differentiated-staff program; and (4) academic concerns were a focal point of the counseling program. (Although geographically specific, this evaluation could serve as a model for similar counseling program evaluations.) (NRB)

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COUNSELING PROGRAM STUDY
For the San Mateo City School District
1979-80

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INTRODUCTION

The counseling program was discussed intensively by the Board of Trustees during the budget process in 1979. Initially slated for staff reduction, the program was reinstated just prior to the opening of school in fall of that year. At that time Turnbull Middle School was able to implement a differentiated staffing model for counseling and guidance. Other possible modifications were under discussion at some schools. Therefore, the Board of Trustees accepted the Superintendent's recommendation that a study be conducted of the counseling program, including attention to alternative program types. This report is the product of that study.

This is not an evaluation document as much as it is a collection and analysis of baseline data. It considers more or less traditional programs in four middle schools and a differentiated-staff model in the fifth.

The traditional counseling programs are staffed by two counselors who work with students both on an individual basis and in groups. (The largest middle school has an additional half-time counselor position.) At the time of this study the differentiated-staff counseling program was staffed by a full-time counselor and a part-time clerical guidance assistant. In addition, classroom teachers in the differentiated-staff program conduct an advisement program involving all students for 25-minute periods once or twice a week. The full-time counselor coordinates the teacher advisement portion of the program. Since the conclusion of this study the differentiated staff model was completed by employment of a half-time academic counselor who spends the other half day as director of the learning lab. The half-time learning lab position and the guidance assistant are provided through School Improvement funds. A description of each school's 1979-80 counseling program may be found in Appendix IV.

The term "traditional" as used in this report does not mean what is sometimes called "cubicle counseling", in which counselors sit in a small room and wait for students to seek them out. Rather, all the counseling program in the district actively assess and respond to students' needs. Moreover, the so-called "traditional" programs incorporate one or another element that differs from other schools and that might be described as innovative, at least at that time in that school. Some of these elements, presently differences more of degree than of kind, and therefore not sufficient to create a new program type, may at a future time become so dominant as to characterize a clearly different configuration. Or innovations presently under discussion may be implemented, at which time the data in this 79-80 study would serve as a basis for measuring effects of the modified program.

Moreover, even the differentiated staffing model, which we are considering a non-traditional program type, had been in operation only a semester at the time this study was conducted. Clearly, this is too early to pass judgment on any program's effectiveness. However, this study provides a glimpse of a frozen moment in an on-going process of development, a moment to which we may want to look back from another point in the future.

Therefore, although this study examines counseling services in some depth, and comments upon those services, possible alternatives, and future evaluation, the report does not make specific program recommendations. Rather, we encourage continuing exploration of various alternatives in response to needs of individual schools, including maintenance of the differentiated staffing model already under way.

DESIGN AND PROCEDURES

The study design and instruments were drafted by the Assistant Superintendent for Instruction and reviewed by middle school principals and counselors. The objectives of the study were to:

Describe existing program types: (1) traditional, and (2) differentiated roles for counseling and whole-school teacher-advisor program. (A third type originally proposed, extensive small-group counseling coupled with a selective teacher-advisor program, is still under consideration);

Determine numbers of students seen and services provided;

Compare program types as to number of students seen, services provided, outcomes, situations in which each program type is effective, and cost in relation to outcome;

Determine value of counseling as seen by students, teachers, and parents;

List alternatives for future consideration;

Prepare comments as to alternatives, development, and evaluation of the counseling program.

The design involves multiple measures on the assumption that, when dealing with outcomes as intangible as the results of counseling and guidance, the findings may be viewed with greater confidence if they are consistent across two or three separate measures. Criteria established for the design required that it:

Produce an accurate, objective appraisal;

Hold to minimum any extra time required at the site level;

Avoid any possibility of negative effect on students or staff;

Avoid any invasion of privacy of students or families.

The following instruments and procedures were employed:

Survey of a random sample of 450 students, 30 at each grade level at each school (see Appendix I);

Survey of teachers, including teacher-advisors
(see Appendix I);

Survey of counselors (see Appendix I);

Survey of parents who were in contact with counselors
during a three-week period associated with progress
reports (see Appendix I);*

Records of counselor and teacher-advisor contacts
on selected days (see Appendix II);

Reports of "least" and "most successful" counseling
and advising relationships in academic and personal-
social areas (see Appendix III);

Descriptions of existing counseling programs in
San Mateo City School District (see Appendix IV);

Interviews with principals;

Review of professional literature (see Appendixes
V and VI).

These data were collected in January and February, 1980.

RESULTS

The data in this study were collected by means of surveys, daily work records, and case study reports of "most" and "least successful" counseling/advising relationships. Surveys were obtained from 161 teachers (including 24 teacher-advisors), 450 students, 88 parents, and nine counselors (Table I-1). Daily work records were collected to represent 40.5 work days for counselors and 27 for teacher-advisors. These reports recorded some 2,200 contacts--including more than 650 which lasted five minutes or more (Table II-1). Thirty-six most/least successful case studies were collected from counselors; over 80 from teacher-advisors. Some 750 staff hours were spent designing, circulating, and analyzing these instruments--not including the time spent in filling out surveys and other forms, or the time typing and reproducing the report.

MAJOR CONCLUSIONS

From this wealth of information four major conclusions

*A similar instrument was distributed for parents in touch with teacher-advisors during this period, but since only one was returned, this information is not reported.

emerge. The first is that counseling and guidance services are seen as very important by their recipients. On a scale of 0= "not important" to 4= "essential," counselors were rated at:

- 3.2 by students,
- 3.4 by teachers,
- 3.7 by parents, and
- 4.0 by counselors themselves (Table I-24).

Teacher-advisors were rated at:

- 2.7 by students, and
- 2.5 by teacher-advisors themselves (Table I-25).

Moreover, upon being interviewed, the district's five middle school principals, unanimously, supported the need for counselors and guidance services in middle schools.

The case study reports summarized in Appendix III provide a qualitative dimension to these statistical findings. The many hours, the numerous approaches reported there reflect the depth and quality of efforts to assist students with serious problems and needs.

The second conclusion is that counselors are very busy doing what one expects counselors to do. They report spending 85% of their day with others, only 15% working alone (Table II-4B).^{*} Counselors average 52 contacts per day, half of them with students (Table II-2), and 16 of them lasting five minutes or longer (derived from Table II-1). This self-report is consistent with data showing that 72% of students indicated they had met with a counselor individually and/or in a group during the fall semester of 1979, for an estimated average of 1.7 group meetings and 1.6 individual contacts per student. At least 87% of students have received services from a counselor on one or more occasions (Table I-6). In addition, each teacher reported having met with the counselor approximately seven times and each parent surveyed, three times, on the average, during that semester (Tables I-10 and I-18).^{**}

^{*}Except for Tables II-1 and II-2, all tables in Appendix II consider only those contacts of five minutes or longer; only for those five-minutes-plus contacts was detailed information collected.

^{**}A rough approximation of student contacts per day derived from student surveys (Table I-6) yields ten contacts per counselor's work day, which accords well with the nine student contacts of five minutes or longer reported by counselors on daily work records. It is not unreasonable to suppose that students might often have omitted briefer contacts, some of which may not have taken place in the counselor's office, when asked how often they had "met with" a counselor. A similar survey-based estimate for teachers is somewhat lower than work record data. The parent average of 3.4 contacts, however, is higher than the average for all parents, since the group surveyed did not include parents who may never have seen a counselor.

The third conclusion is that greater differences exist among the so-called "traditional" counseling programs in the district than between the traditional programs and the differentiated-staff program. Had the figures for traditional programs been averaged, that average might often have appeared quite different from the comparable number in the differentiated-staff program when, in fact, the latter fell within the range found in traditional programs. For this reason, where both program types are included in a table in Appendix I or II, the range for traditional programs, rather than an average, is displayed.

Finally, academic concerns are a focal area in the counseling program. "Information about the school or program" and "academic problems" rank first and second among several topics about which students and parents report seeing a counselor and first and third among topics students bring to a teacher-advisor (Tables I-7 and I-22). The same topics rank second and third among reasons teachers list for seeing a counselor (Table I-13). Daily work records reveal that 29% of a counselor's contacts result directly from academic matters and another 27% relate to school or program (Table II-6). For parents, especially, academic problems are far and away the primary concern (Tables I-22 and II-9).

RECIPIENTS OF COUNSELING AND ADVISEMENT SERVICES

At this point the results of the study will be examined in greater detail. First to be considered are the "clients" of a counseling and guidance program. Counselors serve students, school staff, and parents. Teacher-advisors in their advisement capacity serve students and, occasionally, parents. In addition, other school and district staff and outside agencies are contacted to enlist assistance for students and families. In serious cases a counselor may coordinate the efforts of three to a half dozen or more persons and services in behalf of one pupil (Appendix III).

As noted earlier, counselors report an average of 52 contacts per day, half of them with students (Table II-2). Student contacts, group and individual, occupy at least one-third of a counselor's day; some of the "combinations" also include students (Table II-4B).^{*} Each student, on the average, reports 1.7 group meetings and 1.6 individual meetings with a counselor in a single semester (Table I-6), although group counseling is far more prevalent in some schools than others. A counselor also contacts eight parents and 14 staff members on a typical day (Table II-2). Seventy-two percent of students and 98% of teachers recall one or more contacts with a counselor in a single semester (Tables I-6 and I-10).

Two-thirds of a counselor's contacts last less than five minutes. However, discussions exceeding that time limit account

^{*}These data reflect only those contacts lasting five minutes or longer.

for over 6½ hours per day. Among these longer contacts, those which last the longest are held with combinations of persons (teacher and student, teacher and parent, etc.); such discussions average 40 minutes in length. A contact with a group of students, a parent, a non-teacher staff member or an outside agency may be expected to occupy 20 to 25 minutes. The shortest contacts, those with individual students and with teachers, each require a quarter-hour of a counselor's time (Table II-4A). Over the long term, a counselor may devote as much as 30 hours total to a single student in one semester (Appendix III).

Teacher-advisors contact fewer people than do counselors, their contacts are limited almost entirely to students, and their discussions are far shorter--as one would expect in view of their teaching responsibilities. Nevertheless, because there are so many of them, teacher-advisors impact quite a large number of students. It should be noted that the data in Appendix II were collected on an advisement day--one of the one or two days per week when students meet with their advisor for 25 minutes. Since some individual contacts occurred within the advisement period, the number of individual contacts might be lower on another day. Obviously, the total number of students seen would be lower on a day when advisement groups do not meet.

On a group advisement day, then, teacher-advisors average five advisement contacts with individual students (Table II-2). Students report, on the average, one individual meeting with their teacher-advisor in the course of one semester (Table I-6). Typically, teacher-advisors contact one other staff member daily with respect to an advisee (Table II-2). An advisor contacts approximately six parents in the course of a semester in relation to the advisement program (Table I-21). All students in the school participate in group advisement sessions, but about half of them recall also having met individually with their teacher-advisor in a single semester (Table I-6). Other than the group advisement sessions, nearly all teacher-advisors' contacts are less than five minutes long. Occasionally, however, an advisor may devote as much as eight hours total time to a single student in one semester (Appendix III).

A teacher refers some seven students per semester to the counseling office (Table I-2). When a counselor is asked to see a student, whether by the student or by the teacher, the contact is made most or every time, in the view of 80% of students and 96% of teachers. Nearly the same per cent of students had the same recollection of their requests to see a teacher-advisor. However, some 20% of students indicate their request to see a counselor or teacher-advisor seldom or never led to a contact (Table I-3A).^{*} Similarly, although most teachers view counselors' availability to students as satisfactory, nine per cent are looking for improvement (Table I-3B).^{*}

^{*}It is recommended that schools with relatively high percentages of negative responses to these questions check their procedures to be sure student requests are being channeled and responded to as efficiently as possible.

Most teachers believe that counselors' response time to students is satisfactory; however, seven percent of teachers indicate that this area needs improvement (Table I-4B). Currently, on the average, a counselor sees students less than two days after a student request or teacher referral. Students are able to see teacher-advisors somewhat more speedily--in about one day (Table I-4A).^{*} Teachers report that their own requests to see a counselor always bring a response. Counselors respond to teachers and parents more quickly than to students, in half a day on the average (Tables I-12 and I-19).

Who initiates these contacts? The data from teacher-advisors for contacts other than with advisement groups was too scanty to report on this question, but reveal that counselors initiate about 30% of all their five-minutes-plus contacts. Student requests account for another 30% (Table II-3A). The "client" is the most frequent single initiator of contacts; that is, students initiate counselors' contacts with students, and teachers initiate counselors' contacts with teachers, about half the time. Students and teacher-advisors share about equally in initiating advisement contacts with individual students. However, parents initiate contact with counselors 70% or more of the time (Tables I-5, I-20, and II-3B).^{**}

In summary, the number of persons seen by counselors and teacher-advisors, their availability and response time, and the finding that counselors initiate 30% of contacts support a statement in the introduction to this report. There it was said that the counseling and guidance personnel in all of the district's middle schools actively assess and respond to student's needs. What, then, are the services provided to students, staff members, and parents?

SERVICES PROVIDED

Counselors spend more than half their time (well over three hours per day) talking, discussing, and consulting. Teacher-advisors spend more than 80% (some 16 minutes) of their advisement time in that same activity. The next largest block of time -- 12% for counselors, 8% for advisors -- is spent dealing with students' programs. However, there are wide variations from school to school. For example, during January and February, a comparative "off-time" for programming, the range was from 6% to 29% of counseling time spent in this activity. Similarly, lunch and recess supervision may occupy from nothing to 15% in a counselor's day. Principals' philosophies on this latter point range from a conviction that counselors ought never to have such duty as

^{*}It is recommended that schools with relatively high percentages of negative responses to these questions check their procedures to be sure student requests are being channeled and responded to as efficiently as possible.

^{**}Perhaps schools should consider additional ways to draw parents into the counseling process through school-initiated efforts.

lunch supervision through a reluctant concession to necessity on to a belief that such an assignment facilitates numerous brief, informal, supportive contacts with students.*

Turning from what a counselor or teacher-advisor does to the topic or problem presented,** one finds that academic matters clearly predominate, as noted above. Information about the school, program changes, student academic problems, and monitoring of academic progress account for:

- 56% of a counselor's time and
- 61% of a teacher-advisor's advisement time (Table II-6);
- 70% of a counselor's contacts with students (Table II-7);
- 49% of a counselor's contacts with teachers (Table II-8); and
- 74% of a counselor's contacts with parents (Table II-9).

Moreover, 52% or more of students checked these academic items among topics they recalled, and at least 58% checked them as among the most important areas, for contacts with a counselor or teacher-advisor (Tables I-7A and I-7B).

Whether we look at percent of students (Table I-7A) or percent of contacts with students (Table II-6), the most frequently mentioned topics that bring counselors and students together are:

- Information about the school, including program changes;
- Student academic problems; and
- Student-student relations.

Reported by 20% to 28% of students and rated as important are two additional areas (Table I-7A):

- Student-staff relations; and
- Work, careers, high school, college.

Although the latter topic accounted for only 4% of counselors' contacts with students, the percentage of students who mentioned it as compared with the few counselors and advisors who checked that topic suggests that staff should not miss the significance of career guidance to students when it comes up. Perhaps career education programs in our schools are beginning to heighten students' awareness of the need for educational and vocational planning.

*School-by-school data on numbers of contacts and ratings of counselors' importance do not appear to correlate with the presence or absence of lunch supervision responsibilities or with the percent of a counselors' time spent in programming students. These issues should be re-examined in a future replication of this study. In some cases, at least, school-to-school variations are adapted to school needs, as when 10% of a counselor's time in the differentiated-staff program is spent preparing for teacher-advisement activities (Table II-5).

**See introduction to Appendix II for an explanation of "presenting problem."

It had been anticipated that the frequency of program changes among a counselor's activities would be sharply reduced in the differentiated-staff model, where a guidance assistant handles those program changes which do not require professional judgment. This expectation appears to be borne out in that, both in time and in contacts related to programming, the counselor in that model is at the bottom, though not below, the range of percentages reported in the traditional schools. Moreover, the counselor in the differentiated-staff model has more contacts related to student academic problems than do counselors in other schools (Tables II-5 and II-6). That the proportion of students checking programming is not similarly reduced (Table I-7A) must be attributed either to the nature of the question, which included previous years' experience, or a confusion on the part of students, who may not differentiate a guidance assistant from a counselor. Teachers' perceptions of the various staff roles may have been somewhat clearer, since fewer teachers in the differentiated-staff model see programming of students as an important task for a counselor (Table I-8).

Even though teacher advisement is scheduled with groups of students, teacher-advisors and the counselor in that program agree that meeting with individual students is a more important use of a teacher-advisor's time than meeting with groups. This view is consistent with opinions on the same issue--individual versus group--for a counselor. Faced with a choice, teachers and counselors agree that work with individuals, whether pupils or adults, takes precedence over work with groups (Tables I-8 and I-17).

Turning to counselor's services to teachers, the reader finds that the ranking of most-discussed topics varies depending on whether one examines the percentage of teachers checking an item (Table I-13) or of contacts reported by counselors (Table II-8). The top three however, are:

- Student academic problems;
- Student behavior/discipline; and
- Student program or schedule change.

Most teachers (91%) report that counselors report back to them every time or most times after they refer a pupil for counseling, and most teachers see this as satisfactory (Table I-14A). Eleven per cent of teachers, however, look for improvement on this item (Table I-14B).*

When counselors interact with parents, the most important (Table I-22) and frequent (Table II-9) areas of concern are:

- Student academic problems and academic monitoring;

*It is recommended that schools with relatively high percentages of negative responses to these questions explore the possibility of increasing such feedback to teachers by means of a procedure which is not inappropriately time-consuming.

Student programs or schedule changes;
How the parent can help the student.

Personal-social topics are relatively infrequent occasions for contact between counselors and parents.

Several of the above comments regarding counselors vis-à-vis teacher-advisors suggest that roles in the proposed differentiated-staff model had not yet been clearly delineated at the time of the study. Such a supposition is also indicated by the lack of clear role delineations in the "most/least successful" case reports (Appendix III). Further inquiry has confirmed that this was true, consequent upon the fact that one key position, that combining the responsibilities of learning lab director and academic counselor, had not yet been filled at that time. Some of the above data, then, might be expected to reflect change were the study replicated at a future date.

OUTCOMES AND IMPORTANCE OF COUNSELING AND ADVISEMENT SERVICES

The high ratings accorded counselors and advisors have been noted previously. Other survey responses reinforce the high importance and quality of guidance and counseling services. For example, 65% of students feel "quite a bit" or "very much" better about solving a problem after talking with a counselor. Nearly the same proportion responded in the same way to a parallel question about teacher-advisors (Table I-9B). Among teachers, 84% checked the same responses with respect to the help they received from counselors (Table I-15B). A majority of teacher-advisors see their counselor as "very important" to "essential" in providing training and materials for the advisement program (Table I-16). Moreover, 70% of parents report they became better able to understand or help their child after meeting with a counselor (Table I-23).

The areas in which most teachers see counselors as effective with students are:

Student-student relations;
Student-staff relations; and
Personal development/self-esteem.

Teacher-advisors see themselves most often as effective in the same three areas, although the counselor in that program gave them highest "marks" in the area of personal development.

Thus, while the most time and greatest number of contacts occur in academic areas, the greatest success is reported in personal-social factors.* These survey figures are substantiated by the "most" and "least successful" case studies, where academic improvement sometimes eluded both counselors and teacher-advisors. Those reports suggest that parent involvement, while it does not insure success, is a necessary ingredient of any effort, especially if academic improvement is the primary concern. Success

*See Appendix VI for a summary of research on effectiveness of counseling and guidance.

in personal-social areas, on the other hand, depends more upon a counselor's own ability to win a student's confidence. That variable, the counselor's relationship with the student, is obviously more readily managed by the counselor than is parental cooperation.

Not all interventions by a counselor, teacher-advisor, or other school or district staff yield success. Counselors, knowing they may be a student's last resort, seem always to be searching for another avenue of assistance. Nevertheless, counselors and advisors point out that some situations require time or specialized services not presently provided (see introduction to Appendix III).

Even granting the importance of counseling and guidance services, one must touch upon the issue of cost-effectiveness. The number of counselors assigned to each middle school is roughly proportional to the size of the school. As enrollments shift from year to year, however, the ratio of counseling positions to students may change. At the time this study was conducted, the ratio of counselor to students ranged from 1:319 to 1:421.* The estimated average cost is thus \$64 per middle school student across the district (exclusive of room space and supplies).

It should be noted that the differentiated-staff model was possible in part because of the availability of School Improvement funds, which have provided a guidance assistant position at an additional cost of \$17 per student. In addition, the teacher-advisement program was taking 50 minutes per week from instructional time during this study. This is a total of 30 hours per year, which translates to 810 hours' teacher time annually, at an estimated cost of \$34 per student. Unlike the cost of a guidance assistant, however, the teacher-advisor cost is an allocation within the staff ratio applied equally to all middle schools, rather than an over-and-above expenditure. It is clear from this study that more students are touched in the advisement program than in traditional counseling programs (Table I-6). What is not yet known is whether the differentiated-staffing model will ultimately yield any greater satisfaction with the overall guidance program at that school. When the surveys were collected, for instance, 30% of teachers felt that the advisement program took too much time from teaching. Will that figure decline significantly as a result of the reduction in weekly advisement time and as advisors become more experienced and comfortable with the program? School climate, the attitudes students and staff have toward the school and toward one another, is so important to effective teaching and learning that the extra investment of money and time necessary to imple-

*The ratio in the differentiated-staff program was 1:473 at the time of the study because it was not possible to fill a half-time counseling position for over a semester. However, setting this program aside, school-by-school data do not suggest a correlation between counselor:pupil ratio and either importance of, or percent of pupils who have been served by, a counselor. This issue should be examined in a future replication of this study.

mentation of a differentiated-staff model for guidance and counseling might be viewed as minuscule in relation to the results. If this study were replicated two or three years hence, using the present study as baseline data, it may be possible to determine whether such results eventuate. A differentiated-staff model is only one of the ideas available to schools desirous of revising or enhancing their counseling and advisement services. The next section of this report discusses additional possibilities.

IDEAS FOR FUTURE CONSIDERATION

There is ferment in the field of counseling and guidance, as reflected by the publication in July, 1979, of the "Report of Statewide Task Force on School Counseling," convened by Assemblyman Gary Hart. Further evidence may be found by turning to Appendix V of the present report, where are listed nearly two dozen schools and districts which have developed innovative counseling or advisement programs for middle school grades.

The design of this study called for a review of books and other documents describing innovative ideas and practices in counseling and guidance. Among the ideas most widely proposed and implemented to meet students' needs in counseling and guidance are:

- career education
- teacher advisement
- staff teams
- alternative classes or programs
- differentiated staffing
- peer counseling
- parent counselors.

Any or all of these may be appropriate for a particular school, depending upon the needs of its students and community and upon its resources, both human and material.

Career education may take the form of a curriculum, complete with objectives, classroom activities, and evaluative instruments. Or it may feature a room, a resource center of information on various careers. Speakers may be brought in, or students may leave the building for on-site observation. Students may have the opportunity to identify vocational objectives with the aid of aptitude tests or other tools, then to review their educational plans and/or explore various possibilities in the world of work. Two of this district's middle schools have already used such assessment instruments with follow-up information (see Appendix IV).

Teacher advisement is, of course, a central feature of the program which is designated as a "differentiated-staff" model in this report. However, teacher advisement can also be implemented without employing a guidance assistant, as discussed below. An extension of the original "homeroom" concept, teacher advisement requires essentially that classroom teachers meet, typically once or twice a week for 30 to 40

minutes, to identify problems and to provide assistance to individuals and groups in both academic and social areas.

Staff teams already exist in several schools in this district in the form of School Assessment Teams for special education. However, if a similar notion is used to bring together those adults who are working with, or might offer help as to a particular student experiencing difficulties of any sort, then the staff team concept has been implemented in counseling and guidance. Team membership may be constant, or may vary in response to the student identified and the basis for the referral. Such a possibility has been proposed within the last year in San Mateo. It is hoped that at least one middle school will implement this idea. The Director of Human Relations has indicated he is available to help institute such a staff team.

Alternative classes or programs, often for just a limited time period, have been proposed particularly for students who need intensive counseling and/or academic support. To take the place of suspension, or as a "half-way house" for students exhibiting behavioral problems, such alternatives have recently received newspaper and television coverage. This possibility, too, has been broached in the district within the past year, but not yet implemented. One middle school has just submitted an ESEA IV-C application for such an alternative class. In addition, a district committee will shortly undertake to develop a proposal for an alternative class for middle school students.

The term "differentiated-staff" has been extended in this study to include a combination of teacher-advisement with employment of a clerical guidance assistant. However, just as teacher-advisement is sometimes implemented without a guidance assistant, so a guidance assistant position is sometimes created without teacher-advisement.

Peer counseling is a program component in which selected students are trained to work with other students. One of our middle schools has implemented partial peer counseling by training student teams in conflict management. These teams intervene in certain cases of conflict between students, although not where there has been physical combat, infractions of the law, or the like. Two other schools have begun to work with student-to-student counseling in a much broader framework.

Thus, parent counselors, a program element in which trained parent volunteers work with students, is the only one of the several alternative components listed which has not already been implemented to some degree, or at least recently discussed, in this district.

All of these elements may well be found desirable in one or more schools. For this reason, Appendix V lists a number of schools and districts which have implemented one or more of these ideas as resources for our schools as they examine their counseling programs.

SUMMARY AND COMMENTS

This report describes a comprehensive study of counseling and guidance services in the middle schools of San Mateo City School District. Surveys, work records, and case studies combine to support a thesis that these services are important and effective. They touch the vast majority of students several times each year. They focus on academic matters, at least as the "presenting problem" which initiates the contact.

The tables and summaries which comprise the appendices to this report provide a wealth of information about services provided and time spent by counselors and teacher-advisors. They also display perceptions of counseling and guidance services as reported by teachers, students, and parents, and by counselors themselves.

One intent of this study was to examine the cost-effectiveness of three different guidance programs. As it turned out, however, one of the three has been indefinitely delayed and the other was not yet fully staffed at the time the data were collected. Nevertheless, in view of the charge of the Board of Trustees, it was deemed appropriate to proceed with the study as planned, gathering information about the larger question of the importance and effectiveness of the counseling and guidance program in general, while simultaneously developing baseline data for future reference.

Some conclusions can certainly be drawn from the present study about the different roles of counselor and teacher-advisor. Clearly, counselors spend more time -- and have more time to spend -- assisting students than do teacher-advisors. Counselors are far more likely to contact parents, other staff members and outside agencies. Each counselor must be concerned about 300 or more students. Each teacher-advisor advises only 24, but the advisement program must fit into a daily teaching responsibility for perhaps 180 classroom pupils.

What must be kept in mind, however, is that the question at hand is not one of counselors versus teacher-advisors. Rather, the comparison is to be made between programs staffed by counselors ("traditional") on the one hand, and a program staffed by counselors, teacher-advisors who are also teachers, and a categorically-funded guidance assistant ("differentiated"), on the other. The counselor is viewed by teacher-advisors as playing an important role in support of the advisement segment of the total model. The differentiated program appears to reach more students in a semester than do the traditional programs. However, among the data missing for a thorough comparison of the "traditional" and "differentiated" models is information about informal advisement-type contacts between students and their classroom teachers in both models. While gathering such information would have made this already "large" study quite unmanageable, a future study may well combine such data with replication of only the most useful pieces of the present investigation. It is suggested that such a study would be most

helpful after the differentiated-staff program, or any other clearly identifiable alternative model, has been in effect for three or four years.

In the meantime, continuance of the differentiated-staff program and of innovative elements within the so-called "traditional" programs, is strongly encouraged. In addition, schools are invited to examine their counseling and guidance programs to see whether any of the currently available ideas might enhance their effectiveness. Two middle schools, at least, expect to undertake such an assessment through a process to be supported by consultants from the State Department of Education. Moreover, some counselors see need for additional support services at the district level. Should resources become available, suggestions in this area ought to be considered. With these two recommendations -- (1) replication of this study or selected aspects some three years hence and (2) continued implementation and exploration of ideas that show promise of enhancing counseling and guidance services -- this report concludes.

SAN MATEO CITY SCHOOL DISTRICT

**COUNSELING STUDY
1979-80**

**Appendix I
Survey Results**

APPENDIX I

Introduction

The following tables summarize the opinions and recollections recorded on 707 surveys collected for this study. All middle school teachers and all counselors had an opportunity to respond. In addition, a random sample of students was surveyed -- 30 at each grade in each middle school. Finally, any parents who contacted a counselor during a three-week period associated with pupil progress reports were invited to complete a survey.

Perhaps it is also important to note data that were not collected. For example, parents who do not contact counselors had no opportunity to be included. A survey of parents who see teacher-advisors was attempted, but no results are reported because only one such survey was returned. Finally, although all middle school teachers received a questionnaire, no data were collected as to their advisement-type contacts with individual students. No doubt all teachers spend some time helping students with non-classroom problems, but we have no information on that point in the four schools which do not have teacher-advisors. Despite these omissions, the following tables report a wealth of information about guidance and counseling services in our middle schools as perceived by both providers and recipients.

In some tables separate figures are shown for "traditional" and "differentiated-staff" programs. (See page 1 of the body of this report for definitions of "traditional" and "differentiated-staff.") For example, in Table I-1, the "district total" column shows that 161 teachers returned surveys. In the differentiated-staff program, however, 24 teachers responded. In the four traditional schools 26 teachers completed a questionnaire in one school and 39 teachers in the other, with the remaining schools somewhere between 26 and 39.

The tables might have been easier to read had the so-called "traditional" programs been represented by an average, rather than by a range. However, such a display might have been misleading. That is to say, the "traditional" average would often have seemed quite distant from the "differentiated-staff" average when in fact the latter was within the range for traditional schools. It seems clear that one program is not really different from four others if it is in the middle, both above the lowest and below the highest among those four.

Consider, for example, the percent of enrollment referred to counselors as shown in Table I-2. The average for the traditional programs must be less than 32%. To show only that average next to the differentiated-program figure of 42% might have suggested

a difference of more than 10% -- one-third again as many referrals in the differentiated-staff program. In fact, however, the 42% figure for the differentiated-staff program is no higher than in at least one "traditional program" since the lowest school figure is 17% but the highest is 55% of enrollment. Clearly, we cannot conclude that there is any difference between the "traditional" and "differentiated-staff" programs as to percentage of pupils referred.

No tests of statistical significance have been applied to these data. The first reason for this is the use of ranges rather than two averages, as just discussed. The tables already show "real" figures. The second reason is that such a test would be inappropriate in most cases anyway. All teachers and counselors were given a survey form, so those surveys were not given to random samples. The parent group, too, was not randomly selected as noted above. Third, the assumption of this study is that if several measures all point in the same direction, then one can place some measure of confidence in the results. This latter assumption has guided the analysis and the presentation of results set forth in the body of this report.

Both the survey data and the comments which close this appendix reflect support for guidance and counseling services in general and for the existing district programs in particular. The reader's attention is drawn particularly to tables I-24 and I-25, which penetrate to the heart of the matter.

Table I-1

Questionnaires Returned

		Traditional Programs	Differentiated Program	District Total
Teachers	No. %	26 to 39 73 to 100	24 89	161 88
Students (1)	No. %	88 to 90 ea. 9 to 14	92 19	450 22
Parents (2)	No.	13 to 23	17	88
Counselors	No. %	8 100	1 100	9 (3) 100
				707

- (1) Random sample of 30 for each grade in each school.
- (2) These surveys dealt only with counseling services. A survey regarding teacher-advisor services was also prepared, but only one was received. Parents surveyed were those contacting the school during a 3-week period associated with report cards.
- (3) 8.5 FTE. One FTE at Abbott filled by two teachers 1979-80; they responded as teachers.

SERVICES TO STUDENTS

Table I-2

Teachers' Report of Number of Students Referred to Counselors, Sept. to Jan.

	Students Referred to Counselors		
	in Trad Programs	In Diff Program	in District
Estimated No. of Students (1)	151 to 385	201	234
% of Enrollment	17% to 55%	42%	32%
No. per Teacher (2)	4.9 to 9.9	8.4	7.3

- (1) In some cases, this may be a duplicated count, i.e., the same student reported by more than one teacher.
- (2) All teachers responded to the question.

SERVICES TO STUDENTS (Cont'd)

Table I-3A

Availability of Counselors and Teacher-Advisors to Students

	RESPONSES (IN PERCENT) GIVEN BY								
	TEACHERS:			STUDENTS: ⁽¹⁾				COUNSELORS:	TEACHER-ADVISORS:
	Do counselors see a student when you ask?			Does a counselor see you when you ask?		Does a teacher-advisor see you when you ask? ⁽²⁾	Do you see a student when asked?	Do you see a student when asked? ⁽²⁾	
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	IN TRAD PROGS	IN DIFF PROG				IN DISTRICT
Yes, every time	58 to 85	46	63	37 to 60	36	46	38	56	71
Yes, most times	15 to 42	50	35	24 to 39	41	34	41	44	25
Not often	0 to 6	4	2	6 to 14	12	10	11	0	0
No	0	0	0	3 to 18	11	10	11	0	4
Total	100	100	100	100	100	100	100 ⁽³⁾	100	100

(1) 31% of students did not respond to the question regarding availability of counselors; 36% to that regarding teacher-advisors. These students are not included in this table.

(2) Data collected in differentiated-staff program only.

(3) Does not add to 100 due to rounding.

SERVICES TO STUDENTS (Cont'd)

Table I-3B

Satisfaction with Availability of Counselors

		RESPONSES (IN PERCENT) GIVEN BY		
		TEACHERS:		
		Rate counselors' availability to students.		
		IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Excellent	(= 4.0)	35 to 56	29	47
Adequate	(= 2.5)	36 to 46	54	44
Needs Improvement	(=0)	0 to 19	17	9
Total		100	100	100
Average Degree of Satisfaction (0 to 4)		2.5 to 3.3	2.5	3.0

SERVICES TO STUDENTS (Cont'd)

Table I-4A

Response Time of Counselors and Teacher-Advisors to Students

	RESPONSES (IN PERCENT) GIVEN BY								
	TEACHERS: (1)			STUDENTS: (1)				COUNSELORS:	TEACHER-ADVISORS:
	How soon do counselors see students when you ask?			How soon do counselors see you when you ask?		How soon do teacher-advisors see you when you ask? (2)		How soon do you see students when asked?	How soon do you see students when asked? (2)
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT			
Right away	20 to 43	13	25	25 to 57	22	34	52	22	42
1 to 2 days	48 to 74	75	66	37 to 49	59	47	41	67	50
3 to 5 days	3 to 9	8	6	7 to 12	11	10	7	11	4
Week or more	0 to 9	4	3	0 to 20	8	9	0	0	4
Total	100	100	100	100	100	100	100	100	100
Est. Average No. Days	1.1 to 1.6	1.8	1.4	0.8 to 2.5	1.9	1.7	0.9	1.4	1.2

(1) Table excludes teachers who checked "don't know" (4%) and student non-response (34% as to counselors, 37% as to teacher-advisors).

(2) Data collected in differentiated-staff program only.

SERVICES TO STUDENTS (Cont'd)

Table I-4B

Satisfaction with Response Time of Counselors

		RESPONSES (IN PERCENT) GIVEN BY		
		TEACHERS:		
		Rate counselors' response time to students.		
		IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Excellent	(= 4.0)	23 to 56	21	39
Adequate	(= 2.5)	44 to 58	67	53
Needs Improvement	(=0)	0 to 19	13	7
Total		100	100 (1)	100 (1)
Average Degree of Satisfaction (0 to 4)		2.4 to 3.3	2.5	2.9

(1) Do not add to 100 due to rounding.

SERVICES TO STUDENTS (Cont'd)

Table I-5

Student Initiative in Meeting With Counselors and Teacher-Advisors

RESPONSES (IN PERCENT) GIVEN BY					
	STUDENTS: Who asked for your meeting with a counselor?				STUDENTS: Who asked for your meeting with a teacher-advisor? (2)
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT		
Student	34 to 47	49	42	Student	33
Counselor	27 to 40	28	32	Tchr-Adv	36
No response	21 to 31	24	26	No response	32
Total	100	100 (1)	100	Total	100 (1)

NOTE: Students who checked "both" are equally divided between the two responses.

(1) Do not add to 100 due to rounding.

(2) Data collected in differentiated-staff program only.

SERVICES TO STUDENTS (Cont'd)

Table I-6

Students' Report of Contacts With Counselors and Teacher-Advisors
Sept. to Jan.

RESPONSES (IN PERCENT) GIVEN BY				
STUDENTS: (1)				
	How often this year have you met with a counselor <u>in a group</u> ?			How often this year have you met with a teacher-advisor <u>in a group</u> ? (3)
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
Not at all	29 to 59	59	46	14
1 to 2 times	33 to 47	27	38	17
3 to 10 times	6 to 24	10	14	12
Over 10 times	0 to 6	3	2	57
Total	100	100 (2)	100	100
Est. Average Meetings per Student	1.2 to 2.9	1.5	1.7	8.4
	... <u>individually</u> ?			... <u>individually</u> ? (3)
Not at all	39 to 56	51	47	51
1 to 2 times	36 to 39	40	38	44
3 to 10 times	8 to 20	10	14	5
Over 10 times	0 to 2	0	1	0
Total	100	100 (2)	100	100
Est. Average Contacts per Student	1.1 to 2.1	1.2	1.6	1.0

(1) Non-responses (1%) omitted.

(2) Do not add to 100 due to rounding.

(3) Data collected in differentiated-staff program only.

SERVICES TO STUDENTS (Cont'd)

Table I-6 (Cont'd)

	PERCENT OF STUDENTS			
	Served by Counselor			Served by Teacher-Advisor ⁽³⁾
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
Served this semester ⁽¹⁾	69 to 83	58	72	97
Served at any time ⁽²⁾	81 to 96	78	87	N/A

- (1) These students checked either or both of the questions reported in the first part of this table.
- (2) These students indicated that they had at some time seen a counselor about one or more topics on a list of seven. The actual percent may be somewhat higher, since students may have thought of themselves as having seen a counselor on another topic than those listed.
- (3) Data collected in differentiated-staff program only.

SERVICES TO STUDENTS (Cont'd)

Table I-7A

Topics on Which Students Obtain Advice From Counselors

	RESPONSES (IN PERCENT) GIVEN BY									
	STUDENTS:								COUNSELORS:	
	Have you ever seen a counselor about...?				What are the most important areas to get help from a counselor? (1)				For what reasons do students most often seek help?	
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT		IN TRAD PROGS	IN DIFF PROG	IN DISTRICT		Rank	%
	%	%	Rank	%	%	%	Rank	%		
Info about school or program	46 to 59	50	1	52	54 to 66	61	1	61	2	89
Student academic problem	28 to 39	42	2	35	29 to 56	42	5	43	2	89
Student - student relations	30 to 42	29	3	34	50 to 63	50	3	55	2	89
Student - staff relations	21 to 30	35	4	28	55 to 58	52	2	55	4	78
Work, careers, high school, college	6 to 38	15	5	20	43 to 64	36	4	49	7	33

NOTE: Top five of seven items listed.

(1) Each "Have you ever seen" question was separate, with a yes/no answer. The "most important areas" were on a list of which a student might check "up to 4". This may account in part for the higher percentages in the "most important" columns.

SERVICES TO STUDENTS (Cont'd)

Table I-7B

Topics on Which Students Obtain Advice From Teacher-Advisors

	RESPONSES (IN PERCENT) GIVEN BY					
	STUDENTS:				TEACHER-ADVISORS:	
	Have you ever seen a teacher-advisor about...?		What are the most important areas to get help from a teacher-advisor? (1)		For what reasons do students most often seek help?	
	Rank	%	Rank	%	Rank	%
Info about school or program	1	59	1	58	1.5	88
Student academic problem	3	28	2	49	4	33
Student - student relations	4	22	4	41	3	67
Student - staff relations	2	29	3	48	1.5	88
Work, careers, high school, college	5	18	5	38	8.5	0

NOTES: These questions asked only of participants in the differentiated program.
Top five of seven items listed.

- (1) Each "Have you ever seen" question was separate, with a yes/no answer. The "most important areas" were on a list of which a student might check "up to 4". This may account in part for the higher percentages in the "most important" columns.

SERVICES TO STUDENTS (Cont'd)

Table I-8

Counselors' and Teacher-Advisors' Important Services to Students

	RESPONSES (IN PERCENT) ⁽¹⁾ GIVEN BY					
	TEACHERS/TEACHER-ADVISORS: ⁽²⁾				COUNSELORS:	
	Which is most important for a counselor to do?			Which is most important for a teacher-advisor to do? ⁽³⁾	Which is most important for a counselor to do?	Which is most important for a teacher-advisor to do? ⁽³⁾
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT			
Making out or changing students' programs or schedules	50 to 67	37	55	12	22	0
Talking/discussing with students individually or in groups	86 to 100	96	94	91	100	100
Meeting with students in groups	58 to 74	79	71	71	67	0
Meeting with students individually	88 to 100	92	95	100	100	100
Reviewing pupil records to identify students with academic problems	77 to 98	75	89	76	100	100
Identifying students with behavioral problems	82 to 100	88	90	67	78	100

(1) Respondents who checked "equally important" are equally divided between the two items.

(2) "Teachers in the differentiated-staff program" and "teacher-advisors" are the same persons in all tables.

(3) Data collected in differentiated-staff program only.

SERVICES TO STUDENTS (Cont'd)

Table I-9A

Student Improvement After Counselor or Teacher-Advisor Intervention

	RESPONSES (IN PERCENT) GIVEN BY									
	TEACHERS/TEACHER-ADVISORS: (1)					COUNSELORS:				
	After a counselor's inter- vention students do better...				After a teacher- advisor's intervention students do better...(2)		After your intervention students do better...		After a teacher- advisor's intervention students do better...(2)	
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT							
	%	%	Rank	%	Rank	%	Rank	%	Rank	%
...With:										
Student - student relations	65 to 87	50	1	69	1.5	67	1.5	100	3.5	0
Student-staff relations	53 to 77	58	2	61	1.5	67	1.5	100	3.5	0
Personal development/self-esteem	47 to 69	33	3	54	3	54	3	89	1	100
Academic achievement	12 to 56	21	4	35	4	38	4.5	67	3.5	0
Student-family relations (3)	17 to 33	13	5	24	5	8	4.5	67	3.5	0

NOTE: Available responses were "Better", "The same", "Worse", "Don't know". It should be mentioned that the response "worse" was checked only on one item, "student-staff relations," which 1% of teachers responded in this way.

(1) "Teachers in the differentiated-staff program" and "teacher-advisors" are the same persons in all tables.

(2) Data collected in differentiated-staff program only.

(3) "Don't know" responses were especially high on the item "student-family relations" (50 to 67% of teachers); those percentages are correspondingly depressed.

SERVICES TO STUDENTS (Cont'd)

Table I-9B

Student Responses to Counselor or Teacher-Advisor Intervention

	RESPONSES (IN PERCENT) GIVEN BY			
	STUDENTS:			
	Do you feel better after talking with a counselor?			Do you feel better after talking with a teacher-advisor? (2)
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
Very much (=4.0)	20 to 45	17	30	28
Quite a bit (=2.7)	30 to 39	42	35	39
Only a little (=1.3)	14 to 28	20	22	20
Not better (= 0)	5 to 23	20	14	13
Total	100	100 (1)	100 (1)	100
Rating (0 to 4)	1.9 to 2.9	2.1	2.4	2.4

NOTE: Non-responses (30% as to counselors, 25% as to teacher-advisors) are omitted.

(1) Do not add to 100 due to rounding.

(2) Data collected in differentiated-staff program only.

SERVICES TO TEACHERS

Table I-10

Teachers' Report of Meetings with Counselors
Sept. to Jan.

	RESPONSES (IN PERCENT) GIVEN BY		
	TEACHERS:		
	How often this year have you met with a counselor?		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Not at all	0 to 6	0	2
1 to 2 times	21 to 36	17	26
3 to 10 times	41 to 56	54	48
Over 10 times	14 to 33	29	25
Total	100	100	100 (1)
Estimated average meetings per teacher	5.2 to 7.4	7.6	6.7

(1) Does not add to 100 due to rounding.

SERVICES TO TEACHERS (Cont'd)

Table I-11

Availability of Counselors to Teachers

	RESPONSES (IN PERCENT) GIVEN BY
	COUNSELORS:
	Do you see a teacher when asked?
Yes, every time (=4.0)	78
Yes, most times (=2.7)	22
Not very often (=1.3)	0
No (= 0)	0
Total	100 (1)
Score (0 to 4)	3.7

(1) Does not add to 100 due to rounding.

SERVICES TO TEACHERS (Cont'd)

Table I-12

Response Time of Counselors to Teachers

	RESPONSES (IN PERCENT) GIVEN BY				
	TEACHERS: How soon do counselors see you when you ask?				COUNSELORS: How soon do you see teachers when asked?
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT		
Right away	58 to 80	75	73	78	
1 to 2 days	17 to 42	21	25	22	
3 to 5 days	0 to 3	4	2	0	
Week or more	0	0	0	0	
Not at all	0	0	0	0	
Total	100	100	100	100	
Estimated average number of days	0.4 to 0.6	0.5	0.5	0.3	

SERVICES TO TEACHERS (Cont'd)

Table I-13

Topics on Which Teachers Obtain Advice from Counselors

	RESPONSES (IN PERCENT) GIVEN BY					
	TEACHERS: For what reasons do you see a counselor?				COUNSELORS: For what reasons do teachers see you?	
	IN TRAD PROGS-	IN DIFF PROG	IN DISTRICT			
	%	%	Rank	%	Rank	%
Student behavior or discipline problem	72 to 78	67	1	73	2	100
Student program or schedule change	54 to 86	83	2	72	5.5	56
Student academic problem	46 to 72	46	3	61	2	100
Student - student relations	50 to 67	54	4	58	4	67
Student - family relations	35 to 59	42	5	52		22

NOTE: Top five of 15 items listed.

SERVICES TO TEACHERS (Cont'd)

Table I-14A

Counselors' Feedback to Teachers

RESPONSES (IN PERCENT) GIVEN BY				
	TEACHERS: When you ask a counselor to see a student, does the counselor report back?			COUNSELORS: When a teacher asks you to see a student, do you usually re- port back to the teacher?
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
Every time	50 to 69	38	55	11
Most times	26 to 42	46	36	89
Not often	0 to 8	13	5	0
Not usually	0 to 11	4	4	0
No, never	0	0	0	0
Total	100	100 (1)	100	100

(1) Does not add to 100 due to rounding.

SERVICES TO STUDENTS (Cont'd)

Table I-14B

Satisfaction with Feedback to Teachers

RESPONSES (IN PERCENT) GIVEN BY			
TEACHERS:			
Rate counselors' feedback to teachers.			
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Excellent (-4.0)	35 to 72	25	47
Adequate (-2.5)	23 to 54	50	42
Needs Improvement (-0)	3 to 17	25	11
Total	100	100	100
Average Degree of Satisfaction (0 to 4)	2.7 to 3.4	2.3	2.9

SERVICES TO TEACHERS (Cont'd)

Table I-15A

Teachers' Self-Report of Improvement After Counselor Intervention

RESPONSES (IN PERCENT) GIVEN BY			
TEACHERS:			
After working with a counselor, you do better...			
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
...With: Understanding a particular student or type of student	81 to 87	63	81
Effectiveness in working with a particular student or type of student	69 to 85	58	73

NOTE: Available responses: Better, The same, Worse, Not sure.
It should be noted that no teacher checked "Worse" on
either item.

SERVICES TO TEACHERS (Cont'd)

Table I-15B

Teacher Responses to Counselor Intervention

RESPONSES (IN PERCENT) GIVEN BY			
TEACHERS:			
Most of the time, how much help do you receive when you meet with a counselor?			
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Very much (=4.0)	23 to 51	17	31
Quite a bit (=2.7)	44 to 64	46	53
Little (=1.3)	5 to 15	38	15
No (=0)	0	0	0
Total	100	100 (1)	100 (1)
Rating (0 to 4)	2.8 to 3.3	2.4	2.9

(1) Do not add to 100 due to rounding.

SERVICES TO TEACHERS (Cont'd)

Table I-16

Counselors' Services to Teacher-Advisors

		RESPONSES (IN PERCENT) GIVEN BY	
		TEACHER-ADVISORS:	
		How important is a counselor in providing training and materials for the teacher-advisor program?	assisting you to work with individual advisees?
Essential	(=4)	17	21
Very important	(=3)	38	29
Of some importance	(=2)	42	29
Of little importance	(=1)	0	17
Not important	(=0)	4	4
Total		100 (1)	100
Rating (0 to 4)		2.6	2.5

NOTE: Data collected in differentiated-staff program only.

(1) Does not add to 100 due to rounding.

SERVICES TO TEACHERS AND PARENTS

Table I-17

Counselors' and Teacher-Advisors' Important Services to Adults

	RESPONSES (IN PERCENT) (1) GIVEN BY					
	TEACHERS/TEACHER-ADVISORS: (2)			COUNSELORS:		
	Which is most important for a counselor to do?			Which is most important for a teacher-advisor to do? (3)		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	Which is most important for a counselor to do?	Which is most important for a teacher-advisor to do? (3)	Which is most important for a teacher-advisor to do? (3)
Meeting with parents/staff to discuss one child	92 to 97	96	96	75	100	100
Meeting with parents/staff for parent/teacher education	42 to 67	54	59	46	89	0

(1) Respondents who checked "equally important" are equally divided between the two items.

(2) "Teachers in the differentiated-staff program" and "teacher-advisors" are the same persons in all tables.

(3) Data collected in differentiated-staff program only.

SERVICES TO PARENTS

Table I-18

Parents' Report of Contacts with Counselors, Sept. to Jan.

	Parents in Contact with Counselors		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Estimated no. of contacts	30 to 70	70	294
No. of contacts per parent	2.3 to 4.1	4.4	3.4

NOTE: Reported by 86 parents who saw counselor in a 3-week period at mid-year. Non-response (2%) omitted.

Table I-19

Response Time of Counselors to Parents

	RESPONSES (IN PERCENT) GIVEN BY		
	PARENTS:		
	How soon do counselors see you when you ask?		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Right away	53 to 78	79	68
1 to 2 days	18 to 33	21	26
3 to 5 days	0 to 13	0	5
Week or more	0	0	0
Total	100	100	100 (1)
Est. Average No. of Days	0.3 to 1.0	0.3	0.6

NOTE: "Never asked" (6%) and non-response (8%) omitted.

(1) Does not add to 100 due to rounding.

SERVICES TO PARENTS (Cont'd)

Table I-20

Parent Initiative in Contacting Counselors

	RESPONSES (IN PERCENT) GIVEN BY		
	PARENTS:		
	Who initiated your contact with the counselor?		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Parent	70 to 81	56	70
School	19 to 30	38	27
No response	0 to 4	6	3
Total	100	100	100

NOTE: Parents who checked "parent and school equally" are equally divided between the two responses.

Table I-21

Teacher-Advisors' Reports of Contacts with Parents
Sept. to Jan.

Estimated no. of contacts	155
Estimated no. of contacts per advisor	6

NOTE: Data collected in differentiated-staff program only.

SERVICES TO PARENTS (Cont'd)

Table I-22

Topics on Which Parents Obtain Advice from Counselors

	RESPONSES (IN PERCENT) GIVEN BY			
	PARENTS:			
	What topics have been most important in discussions with counselors?			
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
	%	%	Rank	%
Student academic problem	62 to 70	88	1	70
Student program or schedule change	47 to 61	82	2	58
How you, as a parent, can help your child	31 to 59	82	3	56
How the school plans to help your child	23 to 53	29	4	41
Student-student relations	15 to 53	53	5	34

NOTE: Top five of 11 items listed.

SERVICES TO PARENTS (Cont'd)

Table I-23

Parents' Self-Report of Improvement After Counselor Intervention

	RESPONSE (IN PERCENT) GIVEN BY		
	PARENTS:		
	After working with a counselor, you do better...		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
...With: Understanding your child	38 to 83	88	73
Knowing how to help your child	23 to 87	88	70

NOTE: Available responses: Better, The Same, Worse, Not sure.
It should noted that only one parent checked "worse," and
then only on the second question.

GENERAL (Cont'd)

Table I-25

Importance of Teacher-Advisors in Middle School

		RESPONSES (IN PERCENT) GIVEN BY	
		Teacher- Advisors	Students
Essential	(=4)	13	40
Very important	(=3)	33	17
Somewhat important	(=2)	46	26
Little importance	(=1)	8	8
Not important	(=0)	0	9
Total		100	100
Rating (0 to 4)		2.5	2.7

NOTE: Data collected in differentiated-staff program only. All persons surveyed answered the question.

GENERAL (Cont'd)

Table I-26

Interrelationship of Teaching and Teacher-Advisement

	RESPONSES (IN PERCENT) GIVEN BY
	TEACHER-ADVISORS: How do your classroom teaching and the teacher-advisor program relate to one another?
Complement one another	65
Conflict: teaching takes too much time from teacher-advisement	4
Conflict: teacher-advisement takes too much time from teaching	30
Total	100 (1)

NOTE: Data collected in differentiated-staff program only. Non-response (4%) omitted.

(1) Does not add to 100 due to rounding.

SURVEY COMMENTS

Students' Suggestions Regarding the Counseling Program

It seems like we need more counselors because a lot of times when we need the counselors by the time they can talk to us maybe the problem has already gotten much worse.

I'm not sure because I've never been to a group counseling meeting yet, but I think I need one because I have a lot of problems and I want to talk them over with someone.

Get more counselors.

No counselors.

You should be able to see a counselor right when you need him - not in days.

That if you wanted to see him, you wouldn't have to wait, you could just go and see him.

The counselors are always in a rush, trying to get one thing done before having the right amount of time.

I think we need someone hired just to schedule kids so that the counselors can spend all or most of their time helping kids with their problem, informing them of college, education and jobs and having more "group counseling" (like for all grades).

I think that the counselors should see each child once a month just to see how the student feels about himself, his schoolmates, and his school work, etc.

Try to fit more groups a week.

I would like them to talk more about birth control and drugs.

If you get in a fight you should have the parents come up to see the counselor so that it won't happen again.

I think a person should meet with a counselor once a month during 2nd period.

We should have a more complete counseling program so we can be thorough about working out kids' problems.

If someone wants their schedule changed they should be able to.

More counselors than just the one we have.

Get a woman counselor because girls don't want to talk about personal things in front of men.

The counselors should talk to you more personally, not like you were a two-year old.

Get things done faster.

Have more contact with students.

More information about high school and college.

I don't ever need to see a counselor.

(Name) is a good counselor and this school needs good counselors.

Students' Suggestions
Regarding the Teacher-Advisor Program

Teacher-advisors are only necessary for some students.

I think we should see them every day.

I really don't think teacher-advisors are necessary.

Not have advisement.

The things we suggest should be done or at least considered.

I would like to see something done about a certain problem.

The classes should be smaller.

More time in group meetings.

Teachers' Suggestions
Regarding the Counseling Program

Our counselors at (school) work hard to do a very good job. The biggest problem they have is lack of time. An extra trained counselor would tremendously help everyone at this school.

I feel counselors are essential in the middle schools. Would like to see the service continued.

The students' needs should take priority to all other duties.

They are great! I truly appreciate their help and concern. Yes, counselors should be increased to allow for lower student contact. Counselors are having to spend so much time with scheduling, etc. because of large amounts of students, that less time is allocated for individual/group counseling.

All answers are given in reference to the counselor load. They (counselors) do the best they can under the circumstances of being swamped with too much to do.

I had difficulty deciding how to mark the items. The counselors here do an excellent job - considering the limitations of time available to them. To mark that some things were not happening quickly would imply inadequate performance on their part - this is not true! Support our counselors when you consider programs - please!

Give them less paper work and more student contact time.

We have terrific counselors at (school).

I feel that this survey does not analyze our counselors' situation. We definitely need counselors, and I do not expect them to change students in one session or five sessions. Student needs to be able to talk with a specially trained person at this age. Too often teachers are too busy with 33 students every 45-minutes period to help in counseling. A good counselor is overworked, too. This speaks for itself.

Our counselors are a vital part of student-staff support services.

Maintain and/or increase present level of services and staffing.

Scheduling should be done by someone other than a counselor. . . a counselor's time should be used to deal with students and teachers who need counseling.

I haven't had much need to interact often with the counselors here yet this year, and seldom refer a student to the counseling

office, preferring to deal with the problem myself. Any time I have needed a counselor, the help has been quick and effective. Middle school age students need a good counseling staff, and the one here at (school) seems adequate.

We need more counselor time to help provide:

- 1) innovative input into classroom management.
- 2) more effective and innovative intervention in student behavior/discipline problems.

I am pleased - very positive.

Existing program is essential! Must be maintained!

If in answering this survey I indicate the counselors are now doing everything with ease, it may imply we do not need more assistance. I'd like to state that the counselor is doing the best possible under the circumstances.

Students are called out of my classes (by appointment notice) for individual or group counseling far too often. It is becoming a tremendously unnecessary burden on me (and probably other teachers) to have to provide make-up work for those students.

Have more counselors like (name).

Each teacher and subject requires a different usage of counselors. As a P.E. teacher, I rarely use them. As a math teacher, quite a bit. Our counselors are excellent and I recommend them highly.

Teacher-Advisors' Suggestions
Regarding the Teacher-Advisor Program

How should teacher-advisors fit into the school's total counseling and advising efforts?

The teacher-advisor should complement the counseling program in the school.

I feel we should be the sounding board for a student's comments, complaints, or problems. If necessary, we can send the child to a trained person for help.

Integral - total involvement.

Principally as a liaison between student and the highest level administrative procedures with counselors. I see it as the first link in the chain - a more intimate knowledge of a child is permitted through advisement.

I enjoy the program, find it worthwhile and wish for it to continue.

Back-up for the counselor.

As a major part. Should be a vital, ongoing part of the entire program.

Do you have any suggestions to improve the teacher-advisor program at your school?

There should be more input from the counselor and administrative staff. The advisors have many questions concerning school rules, job definition (that is, whom should I go to if a problem comes up), scheduling, and just in general, "Why?".

I need more and better ideas for activities to do with my group.

It's working beautifully and with great success. Anything should be done to keep the usual uninvolved teacher involved. If a person can't operate as an advisor, give that person back-up paperwork -- hours of work which is the hiding place of some counselors. Need for inservice for specific skill elevation. I believe you will find out from school-to-school comparison of these surveys that the skill or usefulness of a school's counselor will reflect in how the previous questions were answered. Also, how one or a certain school perceives the role of the counselor will reflect the low esteem of the role of the counselor.

I have spoken to several parents who I work with and explained what is happening at (school) and they can't believe it. They wished that they had such a program at their schools. I feel that I can always call the school and get the help that I need.

I feel each counselor has too many kids to take care of individually.

I am very satisfied with the counseling and I'm sure my daughter is also. My contacts with (name) over the past two years have been most helpful to me.

In the past two years, I've worked closely with the counselor and have had fantastic cooperation. (Name) has a very good rapport with the kids at school.

Since the children have several teachers, I feel it is important to have a counselor - easier to deal with multi-questions or problems. I have found (name) to be a very helpful and sincere person - a true asset to your school.

I feel it is very important to maintain the level of service available now. 6th, 7th, and 8th graders are at a very difficult time of adjustment and often need the services of a counselor to resolve various problems as they occur at school. From my own experience, the counselors at (school) have been available to assist the students with these problems.

I would like to see one more counselor at (school). I feel this will help the other two. Some students need more attention than others. I feel (name) is doing a fine job with my son.

I can't think of any way to improve the service (name) has rendered. The man is absolutely essential to the school.

My son's counselor seems concerned and takes an interest in him as an individual.

In general, the counseling program is an important adjunct to the processes of learning at (school).

The counselor helped resolve a problem involving my child being physically threatened by a group of students.

The quality of counseling I have experienced in the past two years has been excellent. (Name), with whom I have met a few times, is concerned, knowledgeable and resourceful in coping with individual situations. There are some variables she cannot control, but where she can make a difference for a child, she does. Counseling is essential at middle school level - this is such a difficult time for many youngsters. It is very important to have this resource available. I do not know how effective the counseling program can be, however, unless the parents and child

are willing to cooperate. Perhaps it would be important to publicize these services to more parents so that more children can benefit.

I believe that a counselor is very essential in our school program.

Counseling is extremely important and I'm amazed that there are only two counselors at this school of 800 students. I question how effectively two people can do adequate counseling. It sounds like all they would have time for is scheduling, and I think counselors should do more than just scheduling. There are many needy students with emotional, psychological problems; this age group has more than its share and I feel this area of counseling is sorely neglected due to the necessity of dealing with schedules.

I am very pleased with the program and the cooperation of the entire staff. With reference to (name), my son's counselor, she has worked so hard with my son and is very supportive of me. My son is a problem child (hyperkinetic) in all respects. When I need someone to talk to to help keep me calm so I can better help my son, she lets me babble on. She has gone out of her way to help my son and myself. I hope she is made aware of my praise and thanks.

Quality counselors - not paper shufflers - are an important part of the middle school. They support the stability of the students during a crucial time of their life and should be retained at all cost!

I've called and seen (name) many times. He has always been there for guidance for my child. He has also called me many times and since we are going for family counseling he talks to and gives a report on my son's progress weekly. (Name), this year and last, has been very helpful with anything that has come along. We are not going for family counseling, thanks to (name). I feel so lucky to have a man like (name) who is always there, who takes such interest and cares so much about my child and other children. Also, he has always had a word of encouragement, something positive as far as direction goes with my child. I don't know how my child would have done without his guidance.

We have found (name) very cooperative and interested in our child's needs. He has offered constructive suggestions which have benefitted our child. I cannot say if the program at (school) reaches all segments of this varied student body, but I feel that if a parent goes out of his way to seek help, it is there.

Need more counselors!!

I have nothing but praise and a thank you for my daughter's counselor. I feel the program should continue to help the child; guidance, programs, and an emotional involvement, and for the parent; guidance, understanding, helping child with problems, understanding oneself and help the children with their school programs.

I am convinced of the value of good, effective and knowledgeable counselors. It was impressive to know my son's counselor already knew him when he was referred by his teacher for special attention. Impressed by (name)'s positive attitude.

I feel (name) is very sensitive to the needs of the students and gives sympathetic and sound advice. He makes himself available to students and parents. Last year I needed to discuss my son's curriculum. (Name) provided immediate assistance and over subsequent months he always inquired about my son's progress and general well-being. Recently I observed him going around to introduce himself individually to parents of students coming to (school) in the fall. Several people remarked about how reassuring it was to know whom to turn to if any problems arose. He invited each parent to come or call him if they had questions. (Name) has the ability to zero in on a problem and give the matter serious thought before responding. If he could just clone himself, even more students and parents would benefit from his valuable services.

I do not know if small-group work is done at (school), but would suggest that at this age when children are searching for friends, for self-esteem, for limits, that "values clarification" group counseling might help. Maybe much of the programming could be done by less skilled, lower-paid staff, and counselors could be free to do crisis and preventive and career counseling that will use the talents they have to the greatest extent and value to the students.

So far I am extremely pleased with the quality of help and counseling.

I feel it is very important to have counselors at (school). With the many different ethnic backgrounds in our community, there is a great need for someone the kids can talk to and get guidance from.

I believe good counselors are a must at the middle schools. I have not talked to (name) this year about my sons, as I didn't feel it was necessary. If I had, I'm sure he would have been glad to help.

There was a problem with my daughter's report card grade. There was a big difference between the grade the teacher told me she would receive during the parent-teacher conference and the grade she did have on her report card. I phoned (name) and we were able to work out the problem. He was very concerned and quite helpful.

Have been very happy with a follow-up of each session; concern and help from each teacher. The counseling program is a must.

I feel the loss of our counselors would be a detriment to the middle schools. They are an integral part of the system. Both counselors at (school) do an excellent job and are most

needed by the students and parents. My child has a special need, and without the help, understanding and guidance of (name) I'm sure much of what was accomplished would not have been. We thank him for allowing us to have this program at (school).

Pleased with the excellent service.

I have been very pleased with the counseling service provided by (name).

There is a definite need for the counselors. Unfortunately because they have to see so many children I don't feel they can give as much help as may be needed. Both parents and children should feel comfortable calling or talking with the counselors. I would also like to see more group counseling.

My feeling about school counseling is it has helped my son understand his work at school. (Name) has been very helpful to him. Thank you very much for your help in this matter.

We have a son with dyslexia. (Name) has been most helpful in arranging my son's schedule to get released time for special help outside the district. This year he has helped to integrate my son back into a regular class schedule. He and (name) have both been kind, patient and cooperative in talking with us and our son. He is especially low key and calm, which is essential in working with children at this age.

(Name) is an excellent counselor. He relates to parents as well as to the children. The only suggestion I can make is: Please find more like he is.

I regret that this questionnaire limits itself to the current academic year. When our 8th grader was in 6th grade, he was in very deep water with teachers, other students, and his self-image. (Name) was then the counselor and, I believe, the conference which the student himself was able to request and have with the counselor marked the turning point from total defeat to what has been a relatively successful middle school experience. P.S. I have another child heading for 6th grade next year and I will certainly feel better if I know there will be an understanding counselor who has time to spend with her if the going gets rough.

I believe that the counseling program at (school) is excellent. The counselor has always been extremely helpful.

I feel (name) really cares about the students. He explained to me, as a parent, the situations and help available. My son also felt he was easy to talk to and available when needed. The only negative note I'd like to add is that I feel the teachers should inform parents when students are behind in homework assignments, etc.

Very pleased with counseling program and (name). He seems really interested and concerned.

The counseling program is excellent.

When there is a problem, I think parents want some specific suggestions on how they can help. In turn, it can be helpful if parents feel free to offer their ideas.

I have found the counseling program at (school) to be very efficient and helpful in time of need. (Name) has been great to my child.

(Name) has always been accessible and helpful.

Counselors' Suggestions

Regarding the Counseling Program

Recess and lunch times are super times to get to know the students, and observe their interactions. I'm glad I do this but at times feel very frustrated in that I lose valuable time with teachers when they are free. When I'm required to supervise I don't feel that I can effectively "touch base" or conference with a group of teachers before school, and after school times only allow for one contact per morning and/or afternoon. Then you hit or miss during the prep period and never with a group.

A large majority of "problem children" have been problems since early in their school career. I would like to see counseling services provided at the K-5 level. We could also use help programming students.

Fill counseling vacancies with people who are qualified to counsel.

Provide a counselor-assistant at each school, a classified person.

Provide better information to faculty by holding general information meetings for faculty for 20-30 minutes twice a month.

300 to 1 ratio instead of 400 to 1.

Assign part-time secretary or counselor assistant to counseling staff at each school. This person could handle a great deal of the paperwork and free counselors to do more counseling with parents, teachers, students, etc.

Increase the counseling staff.

Eliminate duties not related to counseling for more time available to meet with and counsel students.

Employ a person to assist the principal in program and scheduling. You could use a person on semi-retirement!! This same person could coordinate 5th, 6th, and 8th graders to high school articulation.

Budget allotted for behavior modification reward systems.

Provide more time before school so counselors can review records of incoming students, conference with them if necessary, and prepare teacher information.

Secretarial time to be allotted for paper work.

The district's personnel policies should strive to place those principals and counselors together in schools who can best work together to serve students, staff, and parents.

I would like to plan a mini-program for incoming 6th graders that would include values and decision making. What I have in mind is something that would help prepare them for the decisions they will be making in adolescence--smoking, dope, sex, shoplifting, etc.

Counselors' Suggestions
Regarding the Teacher-Advisor Program

How should teacher-advisors fit into the school's total counseling and advising efforts?

Information dispensing. Discussions re: school program, rules, etc. More observation for referrals to counselor. Involve only teachers who really want to assume this role. Is the cost figured into the total program, considering an hour a week X number of teachers involved?

The teacher-advisor should be the closest adult on the staff to his/her advisees -- the first person the advisee would look for for assistance in solving problems.

Teacher-advisors should screen problems of students and refer more serious ones to counselor.

Philosophy and practices used by teacher-advisees in their advisement groups should have a carry-over effect into their regular classes.

Do you have any suggestions to improve the teacher-advisor program at your school?

Our teachers are so busy now, I wonder where they would find extra energy and time to assume another role. A few probably could, but most???

Additional inservice. (We are having an entire inservice day on March 3, but much more is needed.)

Provision for excusing and replacing those teacher-advisors who really are not secure with that assignment.

I have spoken to several parents who I work with and explained what is happening at (school) and they can't believe it. They wished that they had such a program at their schools. I feel that I can always call the school and get the help that I need.

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When there is a problem, I think parents want some specific suggestions on how they can help. In turn, it can be helpful if parents feel free to offer their ideas.

I have found the counseling program at (school) to be very efficient and helpful in time of need. (Name) has been great to my child.

(Name) has always been accessible and helpful.

Counselors' Suggestions

Regarding the Counseling Program

Recess and lunch times are super times to get to know the students, and observe their interactions. I'm glad I do this but at times feel very frustrated in that I lose valuable time with teachers when they are free. When I'm required to supervise I don't feel that I can effectively "touch base" or conference with a group of teachers before school, and after school times only allow for one contact per morning and/or afternoon. Then you hit or miss during the prep period and never with a group.

A large majority of "problem children" have been problems since early in their school career. I would like to see counseling services provided at the K-5 level. We could also use help programming students.

Fill counseling vacancies with people who are qualified to counsel.

Provide a counselor-assistant at each school, a classified person.

Provide better information to faculty by holding general information meetings for faculty for 20-30 minutes twice a month.

300 to 1 ratio instead of 400 to 1.

Assign part-time secretary or counselor assistant to counseling staff at each school. This person could handle a great deal of the paperwork and free counselors to do more counseling with parents, teachers, students, etc.

Increase the counseling staff.

Eliminate duties not related to counseling for more time available to meet with and counsel students.

Employ a person to assist the principal in program and scheduling. You could use a person on semi-retirement!! This same person could coordinate 5th, 6th, and 8th graders to high school articulation.

Budget allotted for behavior modification reward systems.

Provide more time before school so counselors can review records of incoming students, conference with them if necessary, and prepare teacher information.

Secretarial time to be allotted for paper work.

The district's personnel policies should strive to place those principals and counselors together in schools who can best work together to serve students, staff, and parents.

I would like to plan a mini-program for incoming 6th graders that would include values and decision making. What I have in mind is something that would help prepare them for the decisions they will be making in adolescence--smoking, dope, sex, shoplifting, etc.

Counselors' Suggestions

Regarding the Teacher-Advisor Program

How should teacher-advisors fit into the school's total counseling and advising efforts?

Information dispensing. Discussions re: school program, rules, etc. More observation for referrals to counselor. Involve only teachers who really want to assume this role. Is the cost figured into the total program, considering an hour a week X number of teachers involved?

The teacher-advisor should be the closest adult on the staff to his/her advisees -- the first person the advisee would look for for assistance in solving problems.

Teacher-advisors should screen problems of students and refer more serious ones to counselor.

Philosophy and practices used by teacher-advisees in their advisement groups should have a carry-over effect into their regular classes.

Do you have any suggestions to improve the teacher-advisor program at your school?

Our teachers are so busy now, I wonder where they would find extra energy and time to assume another role. A few probably could, but most???

Additional inservice. (We are having an entire inservice day on March 3, but much more is needed.)

Provision for excusing and replacing those teacher-advisors who really are not secure with that assignment.

SAN MATEO CITY SCHOOL DISTRICT

COUNSELING STUDY
1979-80

Appendix II
Daily Records of Services
Provided

Appendix II

Introduction

On five days in January and February, 1980 (one Monday, one Tuesday, etc.), counselors were asked to keep a record of all contacts. Teacher-advisors did the same for their advisement contacts on one group advisement day. Data from these daily records of services provided are reported in this appendix.

Contacts less than five minutes in duration were tallied by the person contacted. For each longer contact the counselor or teacher-advisor recorded:

length of contact
person or persons contacted
initiator
presenting problem
primary activity.

A total of 40.5 work days for counselors and 27 for teacher advisors were recorded, yielding a total of 2070 contacts.

However, it must be noted that the data are not entirely accurate as a basis for annual estimates. In particular, there are times of the year when a counselor may spend several days in succession in orienting and programming students. Thus, the amount of time spent in programming may be under-reported in Table II-5.

In some tables, where data for the differentiated program appears to differ from that for traditional programs, separate figures have been shown. (See page 1 of the body of this report for definitions of "traditional" and "differentiated staff.") For example, in Table II-3A, the "district" column shows that counselors initiated 29% of contacts on the average. The counselor in the differentiated-staff program, however, initiated 60%. In the four traditional schools counselors initiated 12% of contacts in one school and 36% in another, with the remaining schools somewhere between 12% and 36%.

It should be noted that no test of significance has been applied to these data. As already noted, the selected days are known not to be a true random sample of the entire school year. Therefore, rather than to suggest a degree of certainty which might be misleading, we have approached these data in comparison with other measures in the study. The assumption is that if different measures agree (especially since two surveys in the study are whole-population surveys not subject to sampling error), one can place some degree of confidence in the results. These tables, then, should be compared with other data--in particular, with the survey tables in Appendix I.

When referring to Tables II-6 through II-9, the reader should be aware that a "presenting problem" is the concern which brought about the contact. Often, the presenting problem is just one of several interlocking problems, and perhaps not the most significant among them. Usually all of these interlocking problems must be addressed in order that the primary difficulty may

be alleviated.

Nevertheless, even by themselves, the following tables reveal the large number of students served (33 per day by each counselor and 16 by each teacher-advisor in one advisement day), the many other persons seen, the blocks of time devoted to solving problems (over 3½ hours per day in consulting; only one hour per day for planning, preparation and paperwork), and the varied persons and problems with which a counselor must deal on a daily basis. Although counselors' support in personal-social areas may be critical at certain points in a student's life, academic matters clearly dominate their day and talking/discussing/consulting is their stock in trade.

The same may be said of teacher-advisors, although the latter of necessity spend less time in any one contact. They focus on fewer problem areas and engage in fewer activities than do counselors. And of course, since they are teachers, the advisors see only a few advisees individually on any given day. Still, an entire staff of advisors can touch base with a sizeable number of pupils within a school.

The daily work records on which these tables are based provide information of a sort not yet encountered in previous literature about counseling. They should prove a valuable resource for future study.

Table II-1

DAILY RECORDS RETURNED

	COUNSELORS			Teacher-Advisors
	Traditional Programs	Differentiated Program	District Total	
No. Persons reporting	8	1	9	27
Percent of population	100%	100%	100%	100%
No. work days reported ⁽¹⁾	36.5	4	40.5	27
Contacts less than 5 min.	1260	176	1436	156
Contacts more than 5 min. ⁽²⁾	567	67	634	37
Total number of contacts	1827	243	2070	193

(1) Each counselor completed forms on four or five randomly selected days; one counselor is half-time. Teacher-advisors completed forms on one group-advisement day.

(2) For these contacts counselors and teacher-advisors reported,
length of contact
person(s) contacted
initiator
presenting problem
primary activity

Table II-2

How Many Contacts Does Each Counselor or
Teacher-Advisor Average in a Work Day?

	Counselor's Contacts		Teacher-Advisor's Contacts (1)	
	No.	%	No.	%
With students, less than 5 minutes	17	33	5	71
With individual students 5 min. or more	7	13	Less than one-half	1
With groups of students, 5 min. or more	2	4	1	14
All contacts with students (2)	26	50	6	86
No. students seen (3)	33	N/A	16	N/A
With parents	8	15	Less than one-half	1
With staff	14	27	1	12
Other contacts	4	8	Less than one-half	1
No. contacts per day	52	100	7	100

- (1) This was a group-advisement day for teacher-advisors. Group contacts would not be likely to occur on other days of the week. On an advisement day, however, all students in the school are seen by the teacher-advisor.
- (2) Contact with a group is counted as one. Groups average 4 to 8 students with a counselor, 15 students with a teacher-advisor.
- (3) For these figures, each student in a group is counted as one.

Table II-3A

Who Initiates a Counselor's Contacts
(lasting 5 minutes or more)?

	Percent of Counselor's Contacts (5 minutes or longer)		
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT
Initiated by:			
Counselor	12 to 36	60	29
Student	9 to 58	9	30
Parent	7 to 15	10	11
Teacher	8 to 22	9	14
Other	6 to 35	12	16
Total	100	100	100
No of Contacts	567	67	634

NOTE: Contact initiated by person shown above may be made with someone else. For example, contacts requested by a student, as shown above, were contacts with the student him/herself, or with parents, teachers, or combinations.
 See also Table II-3B.

Table II-3B

Who Initiates Counselors' Contacts (lasting 5
minutes or more) with Students, Parents and Teachers?

	Percent of Counselor's Contacts (5 minutes or longer) Initiated by						
	COUNSELOR			SELF	OTHERS	TOTAL	
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT			%	No.
With student(s)	10 to 43	76	26	55	19	100	338
With parent(s)	0 to 20	14	17	77	6	100	35
With teacher(s)	11 to 62	63	44	49	7	100	94

Table II-4A

How Many Minutes on the Average Does Each Counselor or
Teacher-advisor Spend in each Contact
which Lasts 5 Minutes or Longer?

	Minutes Per Contact (in Contacts 5 min. or longer) by	
	COUNSELOR	TEACHER-ADVISOR
With individual student	14	8
With group of students	24	18
With parent(s)	23	6
With teacher(s)	15	0
With combination (1)	40	0
With other staff	24	13
With outside agency	22	0
Other contact	51	0
Average minutes per contact	22	15

(1) Two or more persons in different roles, e.g. parent and student, student and teacher.

Table II-4B

How Much Time per Work-day Does Each Counselor or Teacher-advisor Spend in Contacts (5 minutes or longer) with Students, Teachers, and Others?

	Time per Day spent (in Contacts 5 minutes or longer) by			
	COUNSELOR		TEACHER-ADVISOR ⁽¹⁾	
	Minutes	%	Minutes	% ⁽²⁾
With individual students	92	23	2	10
With groups of students	40	10	14	70
With students, total	132	33	16	80
With parents	20	5	Less than half	1
With teachers	36	9	0	0
With combinations	59	15	0	0
With other staff	30	7	4	20
With outside agencies	4	1	0	0
Other contacts	61	15	0	0
With contacts, total	342	85	20	100 ⁽³⁾
Working alone	59	15	N/A	N/A

(1) This was a group advisement day for teacher-advisors. Group contacts would not be likely to occur on other days of the week.

(2) Percent of advisement time only.

(3) Due to rounding, column adds to 101.

Table II-5

How Much Time Per Work-day Does Each Counselor or Teacher-advisor
Spend in Various Activities Lasting 5 Minutes or more?

	Time per Day Spent (in Activities 5 minutes or longer) by							
	COUNSELOR						TEACHER-ADVISOR	
	IN TRAD PROGS		IN DIFF PROG		IN DISTRICT			
	Minutes	%	Minutes	%	Minutes	%	Minutes	% (1)
Talking/Discussing/ Consulting	189 to 258	49 to 60	291	66	215	54	17	83
Programming students	20 to 123	6 to 29	25	6	47	12	2	8
Lunch/Recess Supervision	0 to 56	0 to 15	0	0	27	7	N/A	0
Misc. Paperwork	19 to 41	5 to 9	0	0	25	6	0	0
Writing Reports/Notes	7 to 19	2 to 5	68	15	17	4	0	0
Reviewing Pupil Records	3 to 28	1 to 8	14	3	16	4	2	8
Planning Meetings	5 to 12	1 to 3	0	0	8	2	Less than one-half	1
Preparation for Teacher-Advisors	N/A	N/A	45	10	N/A	N/A	N/A	N/A
Testing	0 to 7	0 to 2	0	0	2	1	0	0
Other (Staff meetings, etc.)	10 to 97	3 to 73	0	0	40	10	N/A	N/A
Total	338 to 433	100	443	100	401 ⁽²⁾	100	21	100

(1) Percent of advisement only; this was a group-advisement day.

(2) Includes 4 min. for preparation for Teacher-Advisors.

Table II-6

What Presenting Problems Account for the Greatest Percentage
of a Counselor's or a Teacher-advisor's Contacts?

	Percent of Contacts (5 minutes or longer)			
	WITH COUNSELOR			WITH TEACHER- ADVISOR
	IN TRAD PROGS	IN DIFF PROG	IN DISTRICT	
ABOUT:				
School or program information	10 to 58	9	27	13
Student academic problem	8 to 19	43	19	15
Student behavior/ discipline	4 to 28	28	12	10
Academic monitoring	5 to 16	13	10	33
School policy/ administration	2 to 7	0	4	8
Student-student relations	2 to 9	0	4	8
Student-staff relations	2 to 7	0	4	5
Work, careers, high school college	0 to 6	1	3	8
Personal development	2 to 5	0	3	0
Student-family relations	1 to 5	1	2	3
Staff-staff relations	1 to 3	0	1	0
Other	3 to 26	3	11	0
Total	100	100 ⁽¹⁾	100	100 ⁽¹⁾
No. of contacts	567	67	634	40

NOTE: See introduction to this Appendix for explanation of
"Presenting problem."

(1) Do not actually add to 100 due to rounding.

Table II-7

For What Reasons do Counselors Most Often See Students?

	Percent of Counselor's Contacts (5 minutes or longer) with Students
ABOUT:	
School or program information	41
Student academic problem	17
Academic monitoring	12
Student-student relations	7
Student behavior/ discipline	5
Personal development	5
Student-staff relations	4
Work, careers, high school, college	4
Student-family relations	2
School policy/ administration	1
Staff-staff relations	0
Other	2
Total	100
No. of contacts	338

NOTE: See Introduction to this Appendix for explanation of "presenting problem."

Table II-8

For What Reasons do Counselors Most Often See Teachers?

	Percent of Counselor's Contacts (5 minutes or longer) with Teachers
ABOUT:	
Student academic problem	33
Student behavior/ discipline	29
Academic monitoring	9
School or program information	7
Student-staff relations	4
School policy/ administration	4
Work, careers, high school, college	4
Staff-staff relations	3
Student-family relations	2
Student-student relations	0
Personal development	0
Other	4
Total	100 ⁽¹⁾
No. of contacts	94

NOTE: See Introduction to this Appendix for explanation of "presenting problem."

(1) Does not add to 100 due to rounding.

Table II-9

For What Reasons do Counselors Most Often See Parents?

	Percent of Counselor's Contacts (5 minutes or longer) with Parents
ABOUT:	
Student academic problem	37
Academic monitoring	20
School or program information	17
Student behavior/discipline	11
Student-family relations	9
Personal development	6
Student-staff relations	0
Student-student relations	0
School policy/administration	0
Staff-staff relations	0
Work, careers, high school, college	0
Other	0
Total	100
No. of contacts	35

NOTE: See Introduction to this Appendix for explanation of "presenting problem."

SAN MATEO CITY SCHOOL DISTRICT

COUNSELING STUDY
1979-80

Appendix III

Composite Descriptions of
"Most" and "Least Successful"
Counseling and Advising
Relationships

APPENDIX III

Introduction

The following composite descriptions are intended to provide descriptive--not statistical--information about the services provided to students by counselors and teacher-advisors. Each counselor and teacher-advisor was asked to provide four case studies, without identifying pupils by name. The four case studies were:

- (1) most successful counseling/advising relationship in an academic area;
- (2) least successful counseling/advising relationship in an academic area;
- (3) most successful counseling/advising relationship in a personal/social area;
- (4) least successful counseling/advising relationship in a personal/social area.

The case studies have been summarized in the following composite descriptions. There are too few case studies, however, to provide a comprehensive picture. Moreover, a request for such information, by its very nature, elicits the exceptional situations. It should be noted that each description is a composite of from nine to twenty or more case studies. Taken as a group, these descriptions offer a general impression of the scope of counseling and advising services available in our middle schools.

The following composites demonstrate the extent of time and effort which counselors and teacher-advisors commit to assisting students. While the primary business of the schools is to communicate information, skills, and ideas, the school is also a human enterprise, a social microcosm, in which young people develop personal and social patterns of thought and behavior which will shape their daily lives in future years. Therefore, at times one will see school staff of all job titles pausing to respond to students' human needs and confusions.

The following descriptions highlight such responses on the part of teacher-advisors and counselors. The case studies which are combined here reflect exceptional, rather than typical, instances. Among them are a pregnant minor, a student whose parents advocate the use of marijuana, and another with alcoholism in the home. On the other hand, one of the case studies described a situation in which three hours of counseling turned a situation around because the parents contacted the counselor and combined efforts with the school as soon as the student's academic work began to slip.

One asks why success is achieved in some cases and not in others. Parent involvement is seen as an important factor, especially if the primary concern is academic improvement. Not that parental involvement insures success; but without such cooperation, success is far more difficult to achieve.

In resolving personal-social difficulties, much may depend on a counselor's ability to win the trust of a young person who may have a long history of painful relationships with the adults in his or her life. Too, some situations require time or specialized services beyond the present resources of the public school system. Some counselors have suggested need for more extensive school services such as increased psychologist or counselor staff, or student and family therapy services.

A second question one might raise in reviewing the composites is the role of counselors vis-à-vis that of teacher-advisors. Certainly classroom teachers often advise students. However, a formal advisement program encourages students to see their advisors in that role and attempts to establish a climate in which students feel comfortable bringing their concerns to the advisor's attention.

As one reads the composites, one notes that students approach both advisors and counselors in both academic and personal social areas. Although this overlap does not clearly reveal the relationship between teacher-advisors and counselors in a differentiated program, the intent is that teacher-advisors would refer to the counselors all students whose needs exceed the advisor's own resources in time or expertise. Teacher-advisors on occasion spend up to eight hours in a semester working on an individual basis with just one advisee.

Counselors may devote as many as thirty hours to helping an individual pupil. Fortunately not every student needs the commitment of time and effort described in the following pages.

Although advisors may contact parents or other staff members, they rely primarily on their own one-to-one contacts with the student. Rarely have they reported more than one other avenue of assistance. Counselors, on the other hand, nearly always mention three to a half dozen or more persons and services engaged in working with a youngster with the relatively serious problems reported in these case studies. Moreover, counselors often implement and monitor a continuing program of behavior modification (e.g., regular progress checks, incentives for improvement, "contracts" outlining the students' responsibilities) which requires consistent follow-through if it is to be effective. Parents and/or teachers are often enlisted in this modification effort.

Finally, teacher-advisors are limited in what they can do as advisors by their teaching responsibilities and their lack of specialized training. Counselors, on the other hand, know they are often the student's last resort. If a counselor's own efforts and his or her referrals to more specialized staff and agencies have not yet achieved success, counselors speak of continuing to work with the student and, where possible, seeking other avenues of assistance. These differences in the amount of time, range of services, and followup possibilities for counselors and teacher-advisors point up their different roles within a school guidance program.

CMA:

Counselor's
Most Successful Relationship in
Academic Area

CMA is a seventh-grade boy and a low achiever. CMA has come to the counselor's attention through parent request or through the counselor's own monitoring of pupil records.

The counselor has spent up to 20 hours with CMA this semester. A combination of services has been provided for CMA. The counselor has contacted CMA's parents and teachers. In addition to individual counseling, CMA has participated in group counseling and been referred to special staff or an outside agency for further assistance. CMA's school program has been changed to provide an environment more encouraging to success. The counselor checked CMA's progress on a weekly basis until improvement began, less frequently thereafter, and assisted CMA's teachers to implement an appropriate plan of reinforcement for improvement. Parent involvement has been essential to CMA's improvement, with parent effectiveness training, family counseling by an outside agency, or other support provided to the parents.

CMA's academic work has improved. In some instances report card grades of D and F have given way to B and C. Any other difficulties in the areas of personal development and relationships with others have improved as well according to teachers', parents', and students' comments to the counselor and the counselor's own observation of specific behaviors. CMA now puts forth more effort and has a more positive attitude toward school.

TMA:

Teacher-Advisor's
Most Successful Relationship in
Academic Area

TMA is a middle school student, who if a high-achiever, TMA most likely initiated contact him/herself.

TMA has received about 5 hours' individual advisement services this semester, in addition to group advisement. The advisor may have contacted TMA's teachers or parents. Perhaps TMA's daily program has been changed. If TMA is high-achieving, the advisor has arranged for testing or has contacted special services staff.

If TMA was a low or average achiever, his/her grades have improved after advisement. TMA often shows improvement also in one or more areas of personal/social development and an improved attitude toward academic work.

CLA:

Counselor's
Least Successful Relationship in
Academic Area

CLA is a middle school boy, most likely a low academic achiever. CLA has come to the counselor's attention by teacher request or the counselor's own review of academic records. CLA has behavioral as well as academic difficulties.

The counselor has spent up to 20 hours with CLA this semester. At least three or four types of help were tried for CLA. The counselor has contacted CLA's parents and teachers. In addition to individual counseling, CLA has probably been referred for assistance from special staff or an outside agency. If appropriate, CLA's program has been changed, or group counseling or testing arranged. Weekly monitoring by the counselor, or other arrangements intended to modify CLA's work habits, have typically been instituted.

Despite these efforts, even to the extent of taking the mother to two community agencies, CLA's academic achievement has not improved, although behavior/discipline may be somewhat better. More extensive school services might have helped; counselors have suggested student and family therapy services or a larger staff of psychologists to shorten the time from referral to placement in special education. Perhaps more could have been accomplished if more counseling time were available. In some cases, too, it has not been possible to

obtain parents' cooperation. However, efforts to find effective avenues of assistance were still under way.

TLA:

Teacher-Advisor's
Least Successful Relationship in
Academic Area

TLA is a middle school boy and a low academic achiever. TLA has come to the advisor's attention through review of pupil records or teacher request.

TLA has received individual advisement services, typically up to 5 hours this semester, in addition to group advisement. The advisor may have contacted TLA's other teachers, parents or special services staff.

TLA's academic achievement shows no change after advisement, nor is there evidence of improvement in personal/social development. Typically, TLA's advisor is not sure what further steps, other than perhaps more one-on-one help, might solve TLA's academic difficulties. Contact with parents, other teachers, or outside agencies is tentatively suggested.

CMP:

Counselor's
Most Successful Relationship in
Personal-Social Area

CMP is a middle school boy or girl who is an average achiever academically. Student, parent, or staff may have initiated contact.

The counselor has spent up to 30 hours in CMP's behalf this semester. Two or three types of assistance were provided to CMP. CMP's parents and teachers have been contacted. In addition to providing individual counseling, the counselor may have contacted other staff or agencies or arranged group counseling. Parents were directly involved in working through the situation. In appropriate situations, parents and staff members have cooperated in a plan to modify CMP's behavior. An essential element to progress for CMP, however, has been his or her own confidence and trust in the counselor.

CMP has improved in social relationships and personal development/self-esteem. These conclusions are supported by teachers', parents', and students' comments to the counselor and the counselor's own observation of specific behaviors. Typically, academic grades have also improved.

TMP:

Teacher-Advisor's
Most Successful Relationship in
Personal-Social Area

TMP is a middle school boy or girl, most likely an average-achieving student. TMP has come to the advisor's attention through student or counselor request.

TMP needed help in behavior/discipline or student-to-student relations. TMP has received individual advisement services, typically about 8 hours this semester in addition to group advisement. The advisor may have contacted TMP's teachers, or perhaps parents, special services staff, or an outside agency.

TMP has improved in one or more areas of personal/social relations.

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CLP:

Counselor's
Least Successful Relationship in
Personal-Social Area

CLP is a middle school student and low in academic achievement. CLP has been contacted as a result of parent or teacher request (or, if a low achiever, perhaps as a result of counselor initiative).

The counselor has spent up to 30 hours with CLP this semester. A combination of services was provided in the attempt to help CLP. The counselor has contacted CLP's parents and teachers and almost certainly has contacted special staff and/or outside agencies, re-scheduled CLP's classes, and perhaps arranged group counseling or testing. Techniques such as weekly monitoring, even taking the youngster to try out for a special sports team, have been implemented to modify CLP's behavior.

Nevertheless, CLP's personal and social difficulties have continued with little or no improvement, and academic work remains low or average, as before. In some instances, CLP's situation may even have become worse. The counselor believes that more counseling time may have helped. Sometimes, too, it was not possible to obtain parents' cooperation. The solution to some situations lies beyond the resources of a public school district. Occasionally, a problem is so severe that a pupil is recommended for residential placement.

TLP:

Teacher-Advisor's
Least Successful Relationship in
Personal-Social Area

TLP is a middle school boy and a low academic achiever. TLP has come to the advisor's attention through counselor or teacher request.

Like TMP, TLP needed help in behavior/discipline or student-to student relations. TLP has received individual advisement services, typically 6 to 7 hours this semester, in addition to group advisement. In some instances, the advisor may have contacted TLP's teachers or parents. On occasion TLP may have had a program change, or perhaps special services staff have become involved.

TLP shows no change in personal/social development or in academic achievement. TLP's advisor suggests more one-on-one help, perhaps with the school counselor, to solve TLP's personal/social difficulties. Contact with parents or speedier placement in special education may have been helpful in isolated instances. Teacher-advisors report that they find it difficult to work with students who have severe personal problems.

SAN MATEO CITY SCHOOL DISTRICT

COUNSELING STUDY
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Appendix IV
Descriptions of Counseling
Programs in SMCSO



ABBOTT MIDDLE SCHOOL

April 24, 1980

Dr. Lillian Wehmeyer
Assistant Supt. of Instruction
San Mateo City School District
50 Peninsula Avenue
San Mateo, California 94401

Dear Lillian,

The Abbott Middle School Counseling Program includes the following general areas of responsibilities:

I. Individual and Group Counseling with students regarding:

- A. Problems with other students
- B. Academic progress
- C. Behavior problems on campus
- D. Excessive tardies, irregular attendance, truancy
- E. Misunderstandings with teachers
- F. Family problems as students are willing to discuss them
- G. Feelings of isolation, jealousy, not being loved, being treated unfairly, on occasion suicide
- H. Living up to the expectations of others and self
- I. Drugs, sex, at times child abuse

II. Preventative Counseling

- A. Develop rapport with all students
- B. Spend time in all classrooms to observe the interaction of students with other students and teachers
- C. Perform recess and lunch duty to be accessible to students and get to know students in their day to day environment
- D. Pick up potential problems and work to prevent them
- E. Maintain regular communication with families on a preventative positive basis

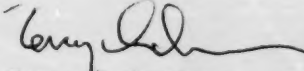
continued

April 24, 1980

III. Partial List of Other Responsibilities

- A. Develop master schedule of all classes
- B. Program all students
- C. Organize 8th grade orientation to high school and first meetings with high school counselors
- D. Organize orientation of 5th grade students to Abbott
- E. Co-ordinate Buddy Day visitation of 5th graders to Abbott
- F. Receive and process referrals to MGM and LAP programs
- G. Review cum folders and report cards of all students
- H. Maintain regular communication with teachers regarding students and the curriculum
- I. Act as a liaison for parents to the school, specifically, act as a conduit for parents to teachers
- J. Organize teacher conferences regarding individual students as needed
- K. Organize teacher/student/parent conferences regarding individual students as needed
- L. Provide weekly progress reports for students as needed
- M. Support the principal and assistant principal in the areas of discipline, curriculum and administration.

Sincerely,


Terry Anderson

Please ask to see
brochures at Bayside

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BOREL MIDDLE SCHOOL

COUNSELING PROGRAM

1979-80

COUNSELORS: Tim Childs
Pam Siverson

Each counselor holds a specialized credential issued by the State Department of Education authorizing service as a counselor in California public schools.

STRUCTURE:

Our counseling program framework is considered to be "traditional"; two counselors providing a wide variety of services to approximately 800 students, their parents, school staff, and community agencies.

We have been fortunate to supplement our program with two outside counseling services as well. Project Pegasus counselors do group counseling with students who have more serious counseling needs. They have three groups that meet once a week. A FOCYS counselor does similar work with one group of students.

RATIONAL:

It is during the pivotal years of adolescence that the young person is learning ways to express feelings, clarifying a system of values, determining choices, setting goals, and establishing relationships with friends and family. Timely counseling with early adolescents will encourage positive decisions and may prevent more enduring academic and social problems. By establishing a counseling program whereby a student can learn to cope with problems, we hope we can ease the transition between childhood and adulthood, thereby encouraging academic and personal growth.

GOALS:

In keeping with the counseling priorities presented to the Board in September, 1979, by the Superintendent, we have developed the following goals:

- 1) Help students achieve their full academic potential by:
 - guiding students in the selection of appropriate educational goals and classes.
 - teaching students how to recognize and resolve problems which interfere with their learning
 - integrating resources and staff to assist the student
 - monitoring student progress

2) Help students in their social and emotional growth by:

- encouraging the development of a healthy self concept
- teaching students how to recognize and resolve problems which cause personal distress
- counseling with students who need the assistance of an adult they can trust and reflect with
- easing the tension and turmoil of crisis situations

SERVICES:

The principal and counselors have established counseling services in harmony with District goals and community (school) needs.

/ COORDINATION - ORGANIZATION - ADMINISTRATION /

- orientation of 5th graders -- Buddy Day
- orientation of new students - testing, programming
- articulation of 5th graders -- meet with 5th graders, meet with K-5 staffs
- articulation of 8th graders to high school - teacher recommendations, high school presentations, high school scheduling
- assistance in building Master Program - recommendations for placement of students, elective offerings, construction of program
- programming of 7th and 8th grade - placement, tallying
- programming of 6th grade
- schedule changes
- Learning Assistance Program - articulation, programming, referrals, counseling
- MGM program - referrals, programming, counseling
- administration and evaluation of Office Aides
- 6th grade mini class program
- quarterly 7th and 8th grade math class re-programming and schedule changes
- FOCYS group counseling - recommendation, permission, placement and follow-up
- Project Pegasus group counseling - recommendation, permission, placement and follow-up
- assist and participate in the planning of the 8th grade graduation
- school aide program
- Serra tutors
- Borel tutors to elementary school
- Borel/Aragon geometry program

/ COUNSELING /

- crisis counseling - includes suicide and child abuse, service immediate in most cases
- individual
- group counseling - either with a group social clique or a group of students who share a common need
- parents - regarding parenting techniques
- home visits for child and/or parent counseling
- teachers - school and/or personal
- Peer Counselors - counselor and 8th grade student help younger students resolve their problems

/ CONSULTING - CONFERENCING /

- staff meetings - all school staff and parents meet to discuss and plan for one child
- conferencing with the teaching staff regarding techniques to help one or more children having difficulty in the classroom
- conferencing with the administrative staff regarding student(s) problems and techniques for handling
- meeting with the school psychologist to discuss LD students, gifted students, other students with emotional/education problems
- parents - parent groups are interested in learning more about adolescents and how to help their children
- high school staff meetings - articulation of students
- integration of school and community resources
- test interpretation - staff or parent
- retention - counseling, conferencing with administration-parent (see also monitoring section)
- Juvenile Probation Department
- Proficiency standards
- pre-school conferencing of students needing to prepare for the start of school
- principal-vice-principal meetings for school coordination

/ MONITORING - RECORDING - REPORTING /

- review of quarterly warning notices
- review of quarterly report cards
- weekly Progress Reports - for students who need consistent check-ups
- weekly homework reports - for possible retention students
- recommendations to private school....grades, test scores and comments
- review of "cum" record
- truancy
- personal counseling records
- information to outside psychologists or counseling agencies

/ REFERRALS /

- to outside counseling services - parents and students
- tutors
- Planned Parenthood
- Al-Ateen
- private schools
- ESL students to District
- Recreation Department
- Girl and Boy Scouts, Big Brothers/Sisters

/ STUDENT WELFARE - STUDENT INTERESTS /

- child abuse - report, counsel, follow-up, communicate with children's service
- contact with social worker when there is no food at home or the student needs School Bell clothes -- arrange for help, counsel through crisis
- hospital visits
- driving students to meetings or home
- arranging for student supplies when parent is unable to provide, shopping with student for selection
- Borel Greeters' Club - counselor advised group organized to greet new students; they sponsor welcome activities; school buddies for the first few days of school; friends and friendly faces

/ DUTIES /

- recess supervision
- lunch supervision
- assistance of student activities
- cover classes for absent teachers - when no substitutes are available
- 8th grade picnic chaperone
- parent conferences
- 5th grade parent night - slide show

/ MISCELLANEOUS /

District Evaluation Surveys and Reports
District Counselor meetings
Workshops

COUNSELING SERVICES
BOWDITCH MIDDLE SCHOOL

BROAD GOAL:

The goal of the counseling services at Bowditch Middle School is to help each student in his/her social, educational, vocational and personal development.

OBJECTIVES:

- 1) To develop communication skills through the exchange of ideas and feelings between the counselor and counselee.
- 2) To assist students in working toward possible solutions to their problems with fellow-students, parents, or school staff.
- 3) To build confidence and trust in the counselor-counselee relationship.
- 4) To facilitate student interpersonal relationships.
- 5) To develop a more positive self-image in students.
- 6) To aid students in the selection and achievement of goals.
- 7) To develop an awareness of values and their importance in determining a life style.
- 8) To create a counseling atmosphere that is conducive to stimulating verbal release of student feeling.
- 9) To dispense information on program offerings.
- 10) To aid parents in discovering and selecting techniques for disciplining and/or motivating children, as well as facilitating communications with their children.
- 11) To counsel with teachers in order to listen to their comments, and suggest options that may help in dealing with student and parent.

SERVICES

- 1) Crisis intervention.
- 2) Student self-referral counseling.
- *3) Group counseling.
- 4) Parent counseling
- 5) Teacher and administrator consultation
- *6) Individual student program planning.

* Definitions of these services are included

- *7) Career introduction.
- 8) Special group needs i.e. Gifted, L.D. Reading.
- *9) Special assignments: Student Council, Supervision, Student store, Tutors?
- 10) Monitoring student progress.

STRATEGIES:

The counseling strategy utilized in an attempt to facilitate the problem-solving process depends on the type of problem for which a student is seeking guidance. Direct counseling, reflective or indirect counseling, and behavior-modification counseling are all techniques implemented at Bowditch.

The direct counseling approach is used if a student desires information related to job opportunities, high school graduation requirements, elective class opportunities, facts about drugs, etc. The Counselor's role, in these situations, would be to provide for the student the information directly related to his/her request.

Reflective counseling is employed whenever a student is emotionally upset and needs a listener. Reflective counseling is also used when a student refers him/herself because of a problem that needs to be identified and solved. The counselor's role in reflective counseling is to act as a listener and reflector in order to :

- a) facilitate verbal emotional release on the part of the counselee.
- b) identify the problem with the counselee.
- c) discuss the advantages and disadvantages of possible problem-solving strategies.
- d) encourage the counselee in selecting and implementing a problem-solving strategy.

This reflective or indirect counseling is employed most extensively in self-referral and crisis intervention situations. The counselor's role is not that of an advice-giver.

Behavior-modification counseling techniques are utilized when a student has motivational problems, or when a specific change in behavior is desired. The counselor's role in this situation is to help the teacher, parent, or administrator design a behavior-modification strategy that will lead to the desired counselee behavior. Such strategies generally involve some sort of reward system, either at home or at school, so that the desired behavior is systematically reinforced. This increases the student's motivation to repeat the desired behavior.

*Definitions of these services are included.

GROUP COUNSELING AT BOWDITCH

Group Composition and Mechanics

Members of each group are selected at random from a list of volunteers. Each group consists of ten students separated by grade level. The groups meet approximately once per week for ten weeks. The group meeting periods are rotated so that each student will miss not more than two (2) class periods during the duration of the group. Parental permission is required for participation in group counseling.

Group Cojectives

The groups have been established so that middle school youngsters might:

- A. Build trust, tolerance, and respect for others and themselves.
- B. Set and work toward the achievement of worthwhile goals.
- C. Learn to communicate and express feelings in an appropriate manner.
- D. Develop a positive self-image.
- E. Help one another solve problems in a meaningful and realistic manner.
- F. Develop a better understanding of themselves and others.
- G. Be aware of values and their importance in determining one's career selection and life style.

Group Content

Group discussion topics include trust, respect, values, sensory awareness, self-awareness, identification and expression of feelings, and active listening. Group games are sometime used to stimulate discussion on the topics listed above. Group participants are asked to set short-term goals and to report weekly to the group on progress toward goal achievement.

Evaluation

A pre-post survey is used to evaluate group progress.

Ron Xavier
Counselor

Counselors at the middle schools get involved with projects that their counterparts may not deal with. As a counselor at Bowditch, I am the sponsor of student council, I am involved in building the school schedule, and I am the SAT chairperson.

Student council involves setting up two elections during the year, and coordinating the meetings once a week. Student council raises the funds for student activities. Some time is spent on our annual fund raising events, which usually raise from four to seven thousand dollars per year. Student council also sponsors the social activities, so time is allotted to setting up and supervising dances. Time is also spent organizing committees and talking to faculty members about student-council-related items.

Program building and maintenance is a big part of my job at Bowditch. In the spring a lot of my time is used to help the administration build a program for the following year. Our schedule is a complicated one, and it takes time to make all the parts to the program fit into place. There are also a few changes in staff as the year progresses. This along with student schedule changes takes some time during the year.

Our school is now an S.A.T. school and I am the chairperson at our school. This involves being responsible for all special education referrals, setting up S.A.T. meetings, and coordinating teacher substitutes for the meetings. There are close to 70 students in special education and each student must be evaluated during the year. Time is also spent consulting with parents, teachers, other counselors, students, the psychologists, the speech therapist, and outside agencies regarding the special education students.

The activities described here are in addition to the normal counseling assignments. I am sure that each counselor in the middle schools has projects that he or she completes that are in addition to the normal assignment.

Guy French
Counselor

Bowditch School

CAREER PLANNING INVENTORY RESULTS AND SUMMARY REPORT

Dear Faculty,

Sometime during the first week of February all eighth grade students will receive a "student career profile" in the mail. The profile compares the interests, job characteristics and level of education which each student chose with those associated with his/her first two occupational choices. The profile also includes an indication of the job outlook in that occupational choice, and suggests a number of other occupations which seem to correspond to the student's interest, aptitudes and level of training desired. Along with the "student career profile," each student received an explanation of the print out and brochures describing in detail the two careers in which he/she indicated interest.

The information yielded by the survey that we as counselors will be addressing include:

1. Counseling with the 10 eighth-grade students who do not feel they will be graduating from high school.
2. Counseling with 122 eighth-grade students who would like some information on high school graduation and competency testing.
3. Counseling with the 33 eighth-grade students who have expressed a need for considerable help in career planning.
4. Providing guidance and information related to job description to any eighth-grade student who requests such information. Job description brochures relating to all occupations will be available in the counseling center along with computer career print-out sheets related to "alternative" suggested careers.

The following information has also been obtained from the Career Planning Inventory, and is being presented to satisfy the hunger of the "trivia freaks" on our staff. All kidding aside, we hope you find it interesting.

EDUCATIONAL PLANS

1. 14 (4.01%) of our eighth grade students plan to go to work with no further education beyond high school.
2. 16 (4.08%) of our eighth grade students plan to enter the military after high school.
3. 10 (2.87%) of our eighth grade students plan to enter an apprenticeship program after high school.
4. 31 (8.88%) of our eighth grade students plan to attend a trade or technical school.
5. 42 (12.03%) of our eighth grade students plan to complete a junior college after high school.

6. 39 (11.17%) of our eighth grade students plan to go from a junior college to a four year college.
7. 128 (36.69%) of our eighth grade students plan to go right to a four year college.
8. 68 (19.48%) of our eighth grade students plan to attend more than four years of college.
9. 10 (2.87%) of our eighth grade students feel they might not graduate from high school.

COUNSELING PROGRAM

TURNBULL MIDDLE SCHOOL

April 11, 1980

Turnbull is assigned the equivalent of one fulltime and one half-time counselor. The counselors deal with the overall educational welfare of the child. The counselor is available to students, staff and parents to assist in solving problems relating to academic progress and personal and/or social problems. The counselor also refers students for testing for enrollment in special programs. The counselor also is responsible for directing the Teacher Advisement Program.

Dr. Edwin Feldman, as fulltime counselor has the following responsibilities:

1. Directs the Teacher-Advisement Program, consisting of twenty-seven teacher-advisers and approximately five hundred students.

Supplies content for the program
Provides for in-service
Chairs meetings of school advisement steering
committee and faculty advisement steering committee

Advisement

The Teacher Advisement program, new to Turnbull this year, provides for each student (as part of a group of twenty) to have one staff member who can assist him in solving any personal, social and/or academic problems. Assignment to an advisement group is intended to be a three year assignment so that the teacher-advisor and student may get to know one another. Advisement meets twice weekly for a twenty-five minute period. A Steering Committee composed of parents, teachers and students provide direction for the program.

2. Individual student counseling
 - a. Self-referral
 - b. Teacher-referral
 - c. Parent-referral
 - d. Counselor identified student needs
3. Group counseling for students
4. Staff consultation (Teachers, Administrators, School Psychologist, Nurse, Speech Teacher, School-Community Worker, Counselor Interns)
5. Parent consultation and counseling
6. Assists in identification of students with special needs
 - a. Learning disability program identification and counseling
 - b. Mentally gifted program identification and counseling
7. Coordinates community service program (San Mateo High and Serra

High School students)

8. Maintains a liaison relationship with mental health agencies

GUIDANCE ASSISTANT

The Guidance Assistant is a fulltime classified position created this year and funded under School Improvement. The function of this position is to attend to all class scheduling and other administrative items normally handled in the counseling department.

Mrs. Joy Addison is our Guidance Assistant. Her duties and responsibilities are outlined below.

One of the goals of the 1979-80 School Improvement Plan is to provide personalized guidance and counseling services which are responsive to both individual and school needs. To facilitate the accomplishment of this goal the position of Guidance Assistant was created.

The Guidance Assistant shall perform all administrative counseling tasks thus allowing the counselor to make optimum use of his time for essential professional duties.

Specifically, under the direction of the principal the Guidance Assistant will work with the counselor in performing such tasks as:

1. Screening all student requests to see the counselor. (Attend to routine problems, refer to counselor all other problems requiring professional attention.)
2. Organize and conduct the master program scheduling process in the spring including assigning students to classes.
3. In the fall and throughout the school year:
 - a. assign new students to classes
 - b. make routine scheduling changes
 - c. maintain accurate master program board
 - d. maintain accurate office program cards
 - e. prepare semester change forms for 7th and 8th graders
 - f. balance classes.
4. Assist counselor in preparation of teacher advisement materials for staff.
5. Organize and conduct all activities relating to 5th grade orientation to Turnbull (Buddy Day, etc.) and high school programming.
6. Examine contents of cumulative folders - call significant information to attention of counselor, screen out district 5th and 7th grade test results and test results in cumulative records for students from out of the district to obtain specific information for counselor and examine and organize cinch notices and report cards to obtain specific information needed by counselor.
7. Assist in CTBS and CAT test organization and administration.
8. Make necessary community and parent contacts.
9. Other duties as assigned.

COUNSELOR FOR ACADEMIC PROGRESS/LEARNING LAB DIRECTOR

Miss Cathy Curry is our half-time counselor and half-time Learning Lab Director. Because she was hired in the second half of the year, her responsibilities to date have been primarily in the Learning Lab. Her projected role for the future is as follows:

The Counselor for Academic Progress:

- a. Monitors the academic progress of all students
- b. Ascertains special instructional needs and assists in prescribing remedial and/or enrichment activities.
- c. Recommends instructional and/or class assignments as needed.
- d. Counsels with students, staff and parents regarding individual student or group instructional needs.
- e. Communicates with Pupil Personnel Department regarding referral to special programs.
- f. Assists in implementation of district proficiency testing program.
- g. Counsels with parents and assists in specifying remedial activities.

The Learning Lab Director:

- a. Supervises the Learning Lab tutorial and enrichment program to meet special instructional needs.
- b. Coordinates the scheduling of students into the Lab.
- c. Assigns instructional aides to various activities.
- d. Determines needed instructional equipment and supplies.
- e. Communicates with staff regarding student needs and Lab capabilities.
- f. Gives special attention and works with selected students having reading problems.

Additional Staff members who have been involved in the overall counseling program are:

Psychologist - Kent Rezowalli

Assigned one and one-half days per week and tests students for learning disabilities or other learning problems. Referral is made through the counselor or teacher.

School Community Worker- Mrs. Ella Phillips

Assigned two days per week. Primary purpose is to facilitate communication between families and school - especially in situations where problems exist.

Counselor Internes

Erma Prothro - San Francisco State (first semester)

Gary Young - Hayward State (second semester)

Special Project in Physical Education - Counseling

Marty Giffen - Central County Mental Health Services

TURNBULL MIDDLE SCHOOL
TEACHER-STUDENT ADVISEMENT PROGRAM
1979-1980

ADVISEMENT TOPICS

<u>Week of:</u>	<u>Tuesday Topic:</u>	<u>*Thursday Topic</u>
September 11, 1979	Ground rules for discussions Get-acquainted activities Student Council Election Information Here's my Opinion Form	
September 18, 1979	Get-acquainted activities Follow-up on Here's my Opinion Form	
September 25, 1979	Goal-Setting Fors, or Topics on Positive Feelings, Thoughts & Behavior	
October 2, 1979	Goal-Setting or Topics on Positive Feelings, Thoughts & Behavior	
October 9, 1979	Homework - School Nights Study Time Budget	
October 16, 1979	Homework - Some Important Questions Related to Learning	
October 23, 1979	Minimum day-cancelled	
October 30, 1979	Homework-Follow-up; Survey (Assembly Evaluation)	Behavior Improvement How few affect many
November 6, 1979	Cinch Notices School-Wide Problems	
November 13, 1979	Report Cards	
November 21, 1979	Report Card Follow-up	
November 27, 1979	Report Card Follow-up	

* Student Council matters, optional activities, and follow-up discussion of Tuesday's topics occur routinely. Only special topics are noted on this form.

TURNBULL MIDDLE SCHOOL
TEACHER-STUDENT ADVISEMENT PROGRAM
1979-1980

ADVISEMENT TOPICS

<u>Week of:</u>	<u>Tuesday Topics</u>	<u>*Thursday Topic</u>
December 4, 1979	Friends	
December 11, 1979	Leisure Time Opportunities	Bulletin on Student Behavior
December 18, 1979	Our Human Rights	
January 8, 1980		{Cinch Notice Conferences
January 15, 1980		
January 22, 1980	Report Cards 8th Grade: high school cards	Report Card Distribution
January 28, 1980	Monday - Distribute new programs	
February 5, 1980	Report Card Follow-up	
February 22, 1980	No School	
February 19, 1980	(Individual Report Card conferences Optional Activities	
February 26, 1980		
March 4, 1980	Magic Circle, Innerchange, or other resource materials	
March 11, 1980	No mtg. - minimum	Cinch Notice conferences
March 18, 1980	Cinch Notice Conferences	Cinch Notice conferences
March 25, 1980	SIP Review	6/7 Elective Brochure
April 8, 1980	Elective Selections - 6/7 High School Orientation -8	Report Cards (Honor Roll)

* Student Council matters, optional activities, and follow-up discussion of Tuesday's topics occur routinely. Only special topics are noted on this form.

Advisement Activities Used During
Second Advisement Session (Thursday) Each Week

April 11, 1980

1. Student Council matters
2. Individual conferences
3. Special school-wide topics as the need arises
4. Follow-up of first meeting of the week's matters if more time is needed.
5. Activities between Advisement groups
6. Guest speakers
7. Study hall
8. Optional activities selected from Teacher Advisement Binder

SAN MATEO CITY SCHOOL DISTRICT

**COUNSELING STUDY
1979-80**

Appendix V

Alternative Programs in Other Districts

Appendix V

COMPREHENSIVE PROGRAMS

A "Human Development Center" incorporating community involvement and staff teams among its several features is described in Improving Middle School Guidance by Martin L. Stamm and Blossom S. Nissman (Allyn and Bacon, 1979).

A comprehensive approach to counseling and guidance is advocated in "Report of Statewide Task Force on School Counseling"; the task force was appointed by the California Assembly Subcommittee on Educational Reform (July, 1979). A process for developing such a program is described in Guidelines for Developing a Comprehensive K-12 Guidance Program (California State Department of Education, 1980).

Corona-Norco Unified School District has developed (1975) a computerized information system to follow up on referrals and counseling for 16 schools, grades K-6. Write to 300 Buena Vista Ave., Corona, CA 91720 or phone Thomas J. Gibson at (714) 736-3301.

Palo Alto City Unified School District has developed (1975) an ESEA project with three emphases: utilizing school-community human resources; affective education for staff, volunteers, and students; and peer counseling. Write to 25 Churchill Ave., Palo Alto, CA 94306 or phone Richard W. Carey at (415) 327-7100.

Ramona City Unified School District has used ESEA funds to implement (1975) a drop-out prevention program centered on counseling, communications, and interpersonal relationships. Contact James H. Schultz, P.O. Box 338, Ramona, CA 92065, phone (714) 789-2441.

EXEMPLARY PROGRAMS

A consultant with Personal and Career Development Services in the State Department of Education has identified (1980) the four following schools as having exemplary counseling-guidance programs:

Venado Middle School, Irvine (see under "Teacher Advisement", below)

Canyon Junior High (Castro Valley Unified)
19600 Cull Canyon Rd., Castro Valley, CA 94546

Sierramont Middle School (Berryessa Union District), 3155 Kimlee Dr., San Jose, CA 95132

Rancho Milpitas Jr. High (Milpitas Unified District), 915 Sequoia, Milpitas, CA 95035

CAREER EDUCATION

Santa Clara Unified School District has initiated a career planning program as follows:

Grade 7 Present "Introduction to Educational/Career Planning" to students in small groups and to parents in large groups.
Present "Introduction to Concept of Values and Decision-Making" to students in small groups.

Grade 8 Initiate "Educational/Career Planning" utilizing decision-making skills learned in grade 7. See district manual, Guidance and Counseling Program, 1978.

Concord Middle School, Concord, MA, has developed a community career education program in which seventh- and eighth-grade students in an alternative "House" spend 12 Friday mornings away from school exploring careers through experiences developed in cooperation with the local Rotary Club. See Elementary School Guidance and Counseling (May, 1971), pp. 278-82, or write to the school, ZIP code 01742.

La Mesa - Spring Valley School District in California has developed (1979) an ESEA IV-C project called "Career Activities for relevant Education" (CARE), a K-8 program which integrates career education into the standard curriculum. Junior high students participate in a career center and in off-campus activities. Contact Bill Pitts, Project Leader, 4750 Date Ave., La Mesa, CA 92041, phone (714) 479-6171, ext. 87.

The Marin County Industry - Education Council provided funds for a series of career information forums in various schools. Students may choose two sessions from the 15 offered (1975). Information from the Marin County Supt. of Schools, 201 Tamal Vista Blvd., Corte Madera, CA 94925.

Monterey Peninsula Unified School District has developed (1975) a K-12 program in decision-making, including such topics as self-assessment and planning for the future. Contact H. Neil Fearn, Asst. Supt., Secondary, P.O. Box 1031, Monterey, CA 93940, phone (408) 649-7465.

La Cumbre Jr. High School in Santa Barbara has developed (1975) a "Career Information Center" with materials, resource speakers, and extended on-the-job observations by pupils. Contact Don Jacobson, 2255 Modoc Rd., Santa Barbara, CA 93101, phone (805) 687-0761.

TEACHER ADVISEMENT

Venado Middle School in Irvine Unified School District has used ESEA IV-C funding (1980) to develop "Competency-Based Advisement" beginning in grade 7 and intended to extend through grade 12. Advisement groups meet twice weekly for 30 minutes. Curriculum package available. Address: 4 Deerfield Avenue, Irvine, CA 92714, phone (714) 552-4771.

Orcutt Union School District, California, has developed (1979) a program, "Project Self", for grades 4 to 6 designed to improve social interaction in the classroom. The weekly discussions (materials available) may be conducted by the teacher or by a counselor. This was an ESEA IV-C project. Contact Harold Black, Director, P.O. Box 2310, Orcutt, CA 93454, phone (805) 937-1623.

Wm. L. Sheppard Middle School in Alum Rock Union Elementary District operates (1978) a daily teacher advisor/advocate program. 15 minutes are scheduled for a group meeting to set appointments and the like; 40 minutes daily are available for students who wish to see the advisor individually or in small groups. Teacher inservice is provided, but the process is not structured and teachers control their own program. Contact Gerald Skow, Resource Coordinator, 480 Rough and Ready Road, San Jose, CA 95133, phone (408) 258-4323.

Lagunitas Elementary School has developed (1975) a K-8 preventive counseling program focused on group counseling in classrooms with teacher workshops. Other facets are divorce counseling for parents and students and individual behavior management. Contact Frances George, Box 208, San Geronimo, CA 94963, phone (415) 454-5370.

STAFF TEAM

Abbott Middle School in Westford, MA, has implemented an Administrative - Guidance - Resource (AGR) Team consisting of the asst. principal, guidance counselors, two special needs teachers and a reading consultant. The team meets weekly as an inter-disciplinary problem-solving group for each student referral and subsequently meets with each teacher to suggest ways to improve undesirable student achievement and/or behavior. See The School Counselor (Jan. 1977), pp. 192-93, or write to John Mann, Asst. Principal.

Walt Whitman School, a middle school in Yonkers, N.Y. has organized into instructional teams of two or more teachers ("ad hoc", grade-level or school-wide teams are suggested where teaching teams do not already exist). These teams hold case conferences and maintain anecdotal records for particular students. Further levels involve (1) the team with the counselor, (2) group 1 with additional guidance or teaching staff to explore special class placement, and (3) a building screening committee to determine placement. See NASSP Bulletin (May, 1978), pp. 60-64, or write Robert Steinberg, Principal.

Sequoia Intermediate School in Conejo Valley Unified School District is focusing (1978) on preventive counseling. Teachers, students, parents and counselors meet regularly to work on problems of individual students, both personal and academic. CTBS item analyses and testing by counselors help in developing academic diagnoses and curriculum adjustment. Contact Richard Johnson, Principal, 2855 Borchard Road, Newbury Park, CA 91320, phone (805) 498-3617.

ALTERNATIVE CLASS/PROGRAM

Fremont Junior High School in Pomona Unified School District has established (1978) a "Student Growth Center" for students who are experiencing difficulty in academic and/or behavioral areas. Students are placed, with parent cooperation, until they complete an agreed-upon contract with intensified, individualistic support services. Assistance is provided through liaison with the University of California, Riverside. Contact Rafael Estupinian, Principal, 725 West Franklin Ave., Pomona, CA 91766, phone (714) 623-5251, ext. 385.

Willis Jepson Jr. High in Vacaville Unified School District offers (1978) maintenance jobs on Saturday morning as an alternative to suspension. Informal counseling occurs during the morning break. Contact Hal Bush, Principal, 580 Elder Street, Vacaville, CA 95688, phone (707) 448-6288.

DIFFERENTIATED STAFFING

Santa Clara Unified School District has initiated a clerical position entitled "guidance assistant" (1978).

PEER COUNSELING

Waterloo Middle School, Columbia, Md., calls its program "Student-to-Student Helping Program", pronounced "shoosh." With the help of a local mental health agency, middle school students were trained to work with other students. Focal activities were tutoring, orienting new students, and conducting school service activities. See The Humanist Educator (Dec., 1978), pp. 81-90, or write to Harvey M. Rapp, Bureau of Mental Health, Howard County Health Dept., 2000 Century Plaza, Suite 205, Columbia, MD 21044.

PARENT COUNSELORS

Arden Intermediate School in San Juan Unified School District trains (1978) volunteer parents to act as counselors to students. The training requires ten weekly two-hour sessions and in 1978 was provided without cost through adult education. Contact Tom Withers, Program Specialist, Counseling and Guidance, 3738 Walnut Ave., Carmichael, CA 95608, phone (916) 484-2503.

SAN MATEO CITY SCHOOL DISTRICT

COUNSELING STUDY
1979-80

Appendix VI

Research on Effectiveness of Counseling

Appendix VI

RESEARCH ON EFFECTIVENESS OF COUNSELING

The following summary of research on the effectiveness of counseling and guidance is reproduced from Guidance and Counseling in the Schools: The Past, Present and Future by Dr. Edwin L. Herr. The book is the result of a federally-funded project and was published in 1979 by the American Personnel and Guidance Association.

EMPIRICAL EFFECTS OF GUIDANCE AND COUNSELING

A contemporary overview of guidance and counseling would not be complete without giving attention to the demonstrated effects of such processes on criteria considered to represent major social, educational, and occupational priorities. Part II began by tying the philosophical assumptions on which guidance and counseling rest to the democratic principles for which the United States stands. But philosophical appeal or eloquent rhetoric about what guidance and counseling might do is not adequate unless such processes can be shown to make a difference in the lives of persons whom they touch. In a period of national concern for accountability, we may well ask: What kinds of outcomes do guidance and counseling yield? Who is helped and in what ways? Can one show that persons who experience guidance and counseling get along any better in their later lives than those who do not?

Acknowledging that research about guidance and counseling is not so comprehensive nor as unequivocal as would be desired is appropriate. There are many reasons for this condition. For much of their history school counselors did not feel the press to evaluate what they were doing as they concentrated instead on implementing efforts and activities they believed to be valuable to children and youth; the diversity of potential guidance and counseling effects on behavior requires a wide range of process and product evaluations; the expense and time required to do evaluation; and the lack of training or confidence of many school counselors to do evaluation or research.

Nevertheless, we should recognize that the growing research base that exists shows positive effects for guidance and counseling across population types and settings. These effects are true for both long-term and short-term gains on a large number of different criteria.

Indeed, school counselors are increasingly taking the matter of evaluation more seriously and applying research and evaluation processes to what they do with the outcome that more evidence of the effectiveness of such efforts is apparent. Citing some of this effort, Wiggins (1977) indicated that his review of the reports presented at the 1976 APGA annual convention indicated "22 programs dealing specifically with accountability, three on the evaluation of counselor effectiveness, seven on the evaluation of counseling programs, 17 on promising elementary programs, four on model secondary programs, and about 30 on specific phases or aspects of programs that showed that counselors and counseling have been a positive influence on children" (p. 49). Doubtless, one could find similar numbers of evaluation and research programs at the APGA conventions of 1977 and 1978, and these will likely continue and increase.

Wiggins (1977) also cited other evidence of the effects of school counseling that he has reviewed. For example, the 1975 annual report from the U.S. Office of Education, *Educational Programs That Work*, listed more than a dozen different counseling programs that had been evaluated by outside evaluators as being effective (U.S. Department of Health, Education and Welfare, 1975). In *Innovative Educational Practice*, six effective counseling programs validated by Elementary and Secondary Education Act Title III evaluators were listed (U.S. Department of Health, Education and Welfare, 1974). The regional reports previously cited as input to this paper indicate that many such efforts are now occurring throughout the United States.

Space limitations and the intent of this document limit the degree to which can be reflected here either the magnitude of the available research base or all the guidance and counseling effects that have been documented. Rather, what follows is representative—neither the best nor the worst—of the kinds of effects that guidance and counseling processes have been shown to demonstrate.

Characteristics of the Effective Counselor

1. There are therapeutic and nontherapeutic counselors. Both groups can be identified and trained (unless personality defects preclude) to provide the conditions that produce constructive behavioral and personality change.

2. Regardless of the different theoretical positions that guide the specific techniques used by particular counselors, counselors found to be therapeutic in their interactions with counselees tend to share many common characteristics.

3. Regardless of the theoretical position they were trained in or embraced as neophytes, experienced counselors tend to be more alike than different in their provision of certain interpersonal conditions.

4. Whether conceived as wholly sufficient in their own right or as minimum essentials to effective counselor-counselee interactions, interpersonal skills basic to therapeutic counselors include the provision of accurate empathic understanding, the communication of respect, nonpossessive warmth, personal genuineness, and concreteness or specificity of expression (Berenson & Carkhuff, 1967; Herr, 1976).

Long-term Gains From Exposure to Guidance

1. We have found in longitudinal follow-ups as long as 25 years after exposure to counseling and related guidance processes that persons so exposed in high school or in college can be distinguished from their peers who did not participate in guidance and counseling on such criteria as higher income and contributions to society.

2. After eight years there was a greatly increased correlation ($p > .001$) between high school senior year career choice and actual career followed for counseled groups compared with control groups.

3. In follow-up studies of high school students 2½, 5, and 10 years after high school comparing those randomly assigned to extensive counseling and guidance services in high school (experimental) with those who were not excluded from such services but for whom no special attempts were made to involve them (controls), differences were found. Among such differences, experimental students had better academic records both in high school and after; they had made more realistic and more consistent vocational choices and were more likely to stick with their first choice; they had made more progress in their employment; they were more likely to have entered college and to have been graduated; and they were more satisfied with their lives.

4. Career adjustment at ages 25 and beyond is related to awareness of choices to be made; information and planning bearing on choices; and possessing and being able to use occupational, psychological, educational, and economic information by students while in the secondary school (Campbell, 1968; Merenda & Rothney, 1958; Super, 1969; Wiggins, 1974).

Self-Esteem, Self-Concept, Interpersonal Relations, and Mental Health

1. Students exposed to guidance process tend to organize their concepts about themselves in a more coherent way and to reconcile their differences between ideal and real self-concepts more effectively than other persons.

2. Middle school students exposed to guidance processes designed to improve their interpersonal skills experience improved general behavior and interpersonal relationships.

3. Elementary school children given relationship-enhancement training by an elementary school counselor improve more on empathic acceptance and relationship skills than children not so trained.

4. Planned guidance activities have been found to raise awareness and the self-concept of sixth-grade children independent of sex, IQ, or school achievement.

5. Elementary school counselor consultation with parents has been found to affect positively the motivation, self-esteem, and anxiety score of Black elementary school students.

6. Elementary school counselor consultation with teachers on esprit and intimacy has been found to show gains in the children they teach on self-perceptions and peer acceptance.

7. Parent-training groups provided by elementary school counselors have been found to improve communication skills and have a meaningful impact on parent-child relationships.

8. Students who have been helped by counselors to evaluate their problems, to break them into their components, and to master them one at a time gain self-confidence.

9. Minority students who are assisted in deciding on vocational objectives are typically found to have more positive self-concepts and higher ideal selves than those who do not have such objectives.

10. The degree of self-esteem possessed by students relates to the appropriateness of vocational choice and to high school achievement.

11. A rise in the self-esteem of students exposed to guidance and other counseling processes is related to reduction in dropout rates, reductions in daily absence, and improvement in conduct and social adjustment (Bennett, 1975; Hayes, Cunningham, & Robinson, 1977; Herr, 1976; Higgins, 1976; Hudgins & Stoudt, 1977; Hutchins & Cole, 1977; Kaiser & Sillin, 1977; Kameen & Brown, 1978; Moracco & Kazandkian, 1977; O'Hara, 1966; Sievart, 1972; Tyler, 1969; Vogelson, 1978; Williams & Byers, 1968).

Decision-making

1. Guidance processes do help students to become more competent decision makers, select high school courses, and make high school plans more congruent with their abilities than is true of students not exposed to such processes.

2. Guidance processes can help students sharpen and/or commit themselves to educational and occupational actions on the basis of personal values.

3. Decision-making processes can be taught to junior high and senior high school students within a guidance and counseling setting by using a variety of modeling techniques, sequential learning exercises, and activity packages.

4. Directed learning by students of decision-making processes is more effective than nondirected practice. Such directed learning aids in the transfer of decision-making skills to real-life circumstances outside of guidance and counseling settings.

5. Counseled students in the middle school have been found subsequently to make more realistic choices in choosing high school courses and seeking part-time work according to adult jury ratings.

6. Through group problem-solving methods, students can be helped to understand the relationship between educational and vocational development, clarify goals, and acquire skill in identifying and using relevant information for their decision-making needs.

7. Men and women students with identifiable educational goals—reasons that are related to why they are doing what they are doing—seem consistently to be better prepared for college than students who have no such reasons for being in college (Babcock & Kauffman, 1976; Bergland, Quatrano, & Lindquist, 1975; Evans & Cody, 1969; Herr, 1976, 1978; Herr & Cramer, 1968; Krumboltz & Thoresen, 1964; Meyer, Strowig, & Hosford, 1970; Randall, 1973; Sloane et al., 1975; Stewart & Thoresen, 1968; Tyler, 1969).

Career Planning

1. Students exposed to systematically planned career-guidance classes dealing with topics such as values clarification, decision making, job satisfaction, sources of occupational information, work-power projections, and career planning make greater gains on self-knowledge and the relations of self-knowledge to occupations and engage in a greater number of career-planning activities than students who have not participated in such classes.

2. Junior high school students provided guidance programs specifically designed to do so gain in knowledge and desire to explore nontraditional jobs as compared with control groups.

3. Student users of computer-based career-guidance systems make greater gains on such characteristics as degree of planning, knowledge and use of resources for career exploration, awareness of career options open to them, and the costs or risks associated with these options than nonusers.

4. Both individual counseling and group counseling that involve specific training in self-assessment, gathering pertinent career information, and planning skills can enhance student career planning.

5. If students learn about themselves before they are exposed to occupational information or if they can request such information as they are ready, their career planning is significantly facilitated (Bergland, Quatrano, & Lindquist, 1975; Cramer, Wise, & Corburn, 1977; Herr, 1978; Myers, Lindemann, & Thompson, 1975; Omvig, Tollory, & Thomas, 1975).

Career Development and Career Education

1. Female senior high school students exposed to guidance programs emphasizing career awareness gain significant improvement in overall career awareness and in factual knowledge of the occupational status of women.

2. Short-term counseling (three sessions) with high school students has been found to facilitate the career maturity of these students with regard to emphases such as orientation to decision making, planning, and independence of choice.

3. Guidance films (e.g., "Careers in the 70's") have been found to affect high school students' attitudes positively, motivate them to seek additional information, and make career choices. These outcomes are

strengthened when such films are used as part of a planned guidance program.

4. High school students exposed to model reinforcement and reinforcement counseling participate more intensely in external information-seeking behavior than students not so exposed.

5. The use of simulated occupational experience in guidance and counseling programs has positive effects on student occupational knowledge among secondary school students.

6. On criterion measures in areas such as self-concept, the Iowa Tests of Basic Skills, and other measures of academic achievement and school attendance typically we found that students exposed to career education do as well as or, in most studies, better than comparison students in traditional classes (Flake, Roach, & Stenning, 1975; Herr, 1978; Krumboltz & Thoresen, 1964; Mitchell, 1971; Stewart & Thoresen, 1968; Woodcock & Herma, 1978).

School Achievement

1. In general, significant differences in academic achievement and in realistic choice of courses of study are found in favor of groups exposed to guidance and counseling as compared with those not so exposed.

2. Elementary school children taught behavior-change techniques by the elementary school counselor have been found to make greater academic gains than children in the control group on school attendance, school achievement, and social behavior.

3. Counseled students in the elementary school have been found to make better grades and parents report improved attitudes toward school during a three-year period of time.

4. The importance of desiring what one has chosen rather than being at the whim of others without any personal investment in the choice is a factor in academic success in college, and such behavior is aided by guidance processes.

5. Either group or individual counseling extending for a reasonable amount of time helps students whose ability is adequate or better to improve their scholastic performance if they choose to participate in it. Better results are likely if guidance processes focus on the causes of underachievement and what can be done to correct them than if a more general approach is taken.

6. Counselor teams that work closely with teachers, principals, and parents in dealing with emotional or social problems interfering with the use of their intellectual potential by children are helpful in increasing general levels of student academic achievement.

7. Guidance and counseling processes integrated with remedial instruction in mathematics and reading have been found to increase academic achievement significantly (Benson & Blocker, 1967; Bertoldi, 1975; Calhoun, 1956; Downing, 1977; Doyle, 1976; Herr, 1976, 1977, 1978; Herr & Cramer, 1968; Hutton, 1975; Philadelphia School District, 1976; Schmieding, 1966; Tyler, 1969).

Racial Integration in Education

1. Counselors who are specially trained to provide personal counseling, resolve interpersonal conflicts, and coordinate classes designed to improve students' human-relations skills and their understanding of different racial and ethnic groups do prevent or reduce racial prejudice and conflict in schools undergoing integration.

2. Group counseling that focuses on problems of an interracial nature and the promotion of understanding and openness between students from different cultural backgrounds can create a relaxed atmosphere in a school and increase intergroup understanding.

3. As a function of studying 9,000 persons in 879 schools, we found that counseling and counseling-support programs clearly correlated with positive racial-climate changes in newly desegregated schools. This find-

ing was especially apparent in the number of interracial friendships formed, how well students of different races worked together, how well teachers worked together, integration of students on the campus and in the cafeteria, and the attendance of Black students.

4. Affective education designed to improve racial understanding and provided by trained school counselors does achieve such goals.

5. Small face-to-face discussion groups led by experienced counselors can assist school personnel to explore their own attitudes, values, and feelings regarding ethnic differences. This personal understanding in addition to human relations and communication skill training is effective in facilitating intergroup relations and school desegregation (Atkins, 1976; Brown, Strubb, & Rainey, 1973; Chick, 1968; Cramer et al., 1970; Gordon, Brownell, & Brittell, 1972; Gumaer, 1977; Higgins, 1976; U.S. Department of Health, Education and Welfare, 1972).

Transition to Work and Work Adjustment

1. Guidance and counseling processes can help the young worker to sort out available work choices, consider personal commitments to work, and develop ways of deriving feelings of psychological competence in the work place.

2. Young workers who have been trained in job-search and interview skills and communication and human relations at work are more likely to make an effective transition to work than workers who have not.

3. Behavior rehearsal in which young workers can act out or role play with a counselor specific work-related social and interpersonal problems is more effective in resolving such problems than direct advice.

4. For young persons—disadvantaged and others—preoccupied with economic issues, guidance and counseling focused on job placement is more effective than broader matters of work adjustment until after the persons secure a job and begin to work.

5. Disadvantaged youth who participate in counseling are more likely to achieve salary increases and job satisfaction than those who do not (Aiken et al., 1976; Herr, 1976, 1978; Lazarus, 1966; Tyler, 1969).

Juvenile Delinquents

1. The provision of adult basic education, general educational development, and vocational courses to institutionalized juvenile delinquents is likely to be more effective if career counseling is also offered than if it is not.

2. Counseling and support services, including peer counseling, can reduce the rate of recidivism for truancy, running away, and ungovernability among pre-delinquent children.

3. Specific programs designed to prevent, control, and eliminate dropouts or delinquent behavior should include combinations of educational assistance, vocational training and placement, and recreational activities and counseling.

4. Individual counseling in combination with counselor-conducted training programs designed to emphasize the development of interpersonal, physical, emotional, and intellectual skills that can be applied to home, school, and community problem areas can reduce the recidivism rate for youthful offenders (Buckner, 1976; Dallas Police Department, 1975; Herrin & Muir, 1974; Lewis & Boyle, 1976; Valencia County Commission, 1974).

Mentally Retarded Youth

1. Modeling and reinforcement counseling with educable retarded youngsters is effective in facilitating knowledge of how to get a job and in stimulating job-seeking behavior.

2. Counseling and testing in combination with training in basic job skills is effective in increasing employment or entrance into further career training among mentally retarded youth (Kreiger, 1969).

Disadvantaged Youth

1. Guidance and counseling for disadvantaged youth is effective when linked to a direct service such as job placement. In many circumstances, until the economic situation of disadvantaged youth is improved, the possibility of helping such youth with other areas of concern is unlikely.

2. The combination of counseling with the use of indigenous role models who have succeeded in educational and occupational options is effective with inner-city youth.

3. Comprehensive programs involving self-awareness activities, job-seeking skills, and peer interaction through group sessions, counseling, career materials displays, and testing and information meetings cause observable, positive changes among rural youth (Herr, 1976, 1978; Lewis, 1975; Meyer, Strowig, & Hosford, 1970; Paulsen, 1976; Pittman & McWhorter, 1974).

SUMMARY

Part II suggested that school counseling in the United States is complex in its form and in its functions within the educational enterprise. Although consistent philosophically, such programs do vary implementation as functions of geographic diversity and other factors. Even so, demonstrated effects clearly favor many aspects of guidance and counseling and suggest that the promise that such processes offer are realities in many circumstances.